

## Programme specification

Date of Production/Revision of this Specification: June 2025

### 1. Overview / factual information

<b>Programme/award title(s)</b>	Foundation Degree in Creative Industries Production and Professional Practice
<b>Teaching Institution</b>	Northern Regional College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	June 2025
<b>Date of latest OU (re)validation</b>	N/A
<b>Next revalidation</b>	June 2030
<b>Credit points achieved for the award</b>	120 credits at Level 4 120 Credits at Level 5 Total: 240 Credits – Foundation Degree
<b>UCAS Code (if applicable)</b>	N/A
<b>HECoS Code (if applicable)</b>	N/A
<b>LDCS Code (FE Colleges England only)</b>	N/A
<b>Programme start date and cycle of starts if appropriate.</b>	Sept 25
<b>Underpinning QAA subject benchmark(s)</b>	QAA Undergraduate Subject Benchmark Statements for Communication, Media, Film and Cultural Studies (2024)
<b>Other external and internal reference points used to inform programme outcomes (including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.</b>	Northern Regional College Development Plan Feedback from industry Student focus groups Northern Ireland Skills Barometer
<b>Professional/statutory/ accreditation recognition</b>	N/A
<b>For apprenticeships fully or non-integrated Assessment. If fully integrated, EPAO being used.</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	FT and PT
<b>Duration of the programme for each mode of study</b>	FT: 2 years PT: 3 years
<b>Dual accreditation (if applicable)</b>	N/A

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

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

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

<b>Date of production/revision of this specification</b>	N/A
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## **2. Programme overview**

<b>2.1 Educational aims and objectives</b>
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## **Aims**

The Foundation Degree in Creative Industries Production and Professional Practice is a dynamic and forward-thinking course that prepares students for the exciting and fast-changing world of the creative industries. The programme offers a well-balanced mix of theory, hands-on practice, and real-world industry engagement.

Students will develop a wide range of creative, technical, and professional skills through both shared and specialist learning experiences. These experiences will build confidence in areas such as production, planning, and technical processes, while also encouraging collaboration and innovation. Whether students choose to continue into higher education or step straight into employment, they will be equipped with the tools and knowledge to succeed.

The course is designed to give students a strong foundation in how the creative industries work, alongside the core skills needed to thrive in this multi-disciplinary field. Students will be encouraged to think creatively, develop new ideas, and respond to change – key qualities for anyone working in the sector.

Strong links with industry will ensure that the course stays relevant and up to date. Students will have the chance to work on live briefs and real-world projects, giving them valuable experience and a clear understanding of professional expectations.

Throughout the course, students will build a broad understanding of creative production while having opportunities to explore specific areas of interest – such as camera work, graphic design, sound, or lighting. As the course grows, there may be the opportunity in future revalidations to develop two clear pathways: one focused on media, and another on performing arts or music.

Teaching will be delivered by experienced professionals, many of whom continue to work in the industry. This ensures that students are learning from those who understand the latest trends, tools, and techniques, giving them a strong and relevant foundation for their future careers.

## **Objectives**

- Develop students' creative and technical abilities across a range of disciplines, preparing them for roles across the creative industries.
- Support collaborative working and critical thinking through practical, project-based learning.
- Provide real-world experience through placements and live industry briefs, helping students gain insight into professional life and build valuable connections.
- Encourage adaptability and innovation, so students are ready to respond to the evolving demands of the sector.
- Promote independence through research, self-evaluation, and reflection, supporting personal and professional growth.
- Strengthen students' ability to think critically and evaluate work in both academic and industry settings.

- Improve communication skills – including written, verbal, and digital – so students can confidently share their ideas, collaborate effectively, and present their work to professional standards.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The Foundation Degree in Creative Industries Production and Professional Practice is strategically designed to offer a clear progression route for students enrolled in the college's Level 3 Creative Industries programmes such as TV & Film, Animation, Music, Games Design, Digital Marketing, and Performing Arts. These existing Level 3 programmes lay a solid foundation by providing students with essential knowledge and skills in their respective specialisms. The proposed degree will build on this foundation, advancing students' abilities and equipping them with industry-standard production techniques that are applicable across all creative industries production pathways.

The successful rollout of this degree at the Coleraine campus will provide the foundation for expanding the course to our Newtownabbey, and Ballymena campuses. Currently, Newtownabbey offers Level 3 courses in Interactive Media, Animation & Visual Effects, Digital Games Development, and Performing Arts. We anticipate that this Foundation Degree will serve as a natural progression for students from these programmes, offering them an opportunity to further their education and skills within the Creative Industries. Additionally, we foresee this course replacing the Higher National Diploma (HND) courses in Performing Arts and Web Design, providing a more integrated and industry-relevant pathway for students in these areas.

In Ballymena, we offer Level 3 Creative Media Practice and Level 3 Art & Design Practice. Here too, we anticipate that the Foundation Degree would act as an attractive progression route for those students wishing to continue into higher education.

## 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.

Work-related learning components are embedded across all units of the Foundation Degree, ensuring students gain practical, industry-relevant experience. In particular, *Creative Collaboration* (Year 1) and *Advanced Creative Project* (Year 2) are core modules where students design, plan, and execute projects in collaboration with peers or industry partners. These projects tackle real-world challenges, providing students with opportunities to showcase their skills in professional contexts. *Live Events Production* enables students to set up, manage, and run live events for real clients, offering hands-on experience in event production and management.

More explicitly, a 40-credit unit in year 2 *Working in the Industry* focuses explicitly on work-based learning through placements, internships, or live projects with industry

partners. This module allows students to apply their knowledge and skills in professional environments, gaining valuable insights into industry operations and standards.

The proposed course team 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)
- LSFx
- Third Source
- Visual Spectrum
- Armchair & Rocket
- Riverside Theatre
- Absolute AVS
- Stunt Double Music

*For a full list of employers who have provided letters of endorsement, please see additional folder.*

#### 2.4 List of all exit awards

Award Title	FHEQ Qualification Level	Overall Number of Credits	Levels of credit required
Certificate of Higher Education (CertHE) in Creative Industries Production and Professional Practice	4	120	120 at level 4
Foundation Degree (FD) in Creative Industries Production and Professional Practice	5	240	120 at level 4 120 at level 5

### 3. Programme structure and learning outcomes

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

*Please adjust 'levels' to reflect SCQF if applicable*

#### September Intake – Full Time

Programme Structure - LEVEL 4 Full Time				
Compulsory modules	Credit points	Is module compensatable?	Semester runs in	Module Lead
4.1 Fundamentals of Creative Production	20	Yes	Year 1 Sem 1	Gillian Brown
4.2 Live Event Production	20	Yes	Year 1 Sem 1 Year 1 Sem 2	Stuart Cullen
4.3 Digital Content Creation	20	Yes	Year 1 Sem 2	Niamh McCourt
4.4 Creative Collaboration	40	No	Year 1 Sem 1 Year 1 Sem 2	Andrew McCracken
4.5 Production Skills	20	Yes	Year 1 Sem 1 Year 1 Sem 2	Gavin McKay
Personal Tutorial	-	-	Year 1 Sem 1 Year 1 Sem 2	Niamh McCourt

#### September Intake – Part Time

Programme Structure - LEVEL 4 Part Time				
Compulsory modules	Credit points	Is module compensatable?	Semester runs in	Module Lead

4.1 Fundamentals of Creative Production	20	Yes	Year 1 Sem 1	Gillian Brown
4.2 Live Event Production	20	Yes	Year 2 Sem 1 Year 2 Sem 2	Stuart Cullen
4.3 Digital Content Creation	20	Yes	Year 1 Sem 2	Niamh McCourt
4.4 Creative Collaboration	40	No	Year 1 Sem 2 Year 2 Sem 1	Andrew McCracken
4.5 Production Skills	20	Yes	Year 1 Sem 2 Year 2 Sem 1	Gavin McKay
Tutorial	-	-	Year 1 Sem 2 Year 2 Sem 1	Niamh McCourt

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 describe key issues within the creative industries, using basic theoretical concepts.</p> <p><b>A2:</b> Recognise key industry practices in live event production, demonstrating an understanding of logistical planning, risk assessment, and resource coordination in line with professional standards and regulatory requirements.</p>	<p><b>Learning and Teaching Strategy:</b></p> <p>The course will provide students with a strong foundation in both theoretical knowledge and practical skills relevant to the creative industries. Through a combination of lectures, seminars, and practical workshops, students will explore key industry concepts while developing hands-on experience in live event production and collaborative creative projects. Lectures and seminars will introduce fundamental theories,</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<p><b>A3:</b> Describe and apply fundamental production processes within collaborative creative projects, demonstrating an awareness of team roles, workflow coordination, and industry-standard practices.</p> <p><b>A4:</b> Apply basic industry standards, legal frameworks, and ethical considerations (e.g., copyright and licensing) to creative projects.</p>	<p>industry standards, and professional practices, equipping students with the ability to identify and describe key issues within the sector. Guest speakers and case studies will provide valuable insights into current trends, legal considerations, and ethical challenges, ensuring that students understand the professional landscape they will enter.</p> <p>Practical workshops will focus on the application of industry practices. Students will engage in activities that develop their skills in logistical planning, risk assessment, and resource coordination, ensuring they can work effectively within regulatory and professional frameworks. A project-based learning approach will encourage students to apply fundamental production processes in collaborative settings, enabling them to gain experience in team roles and industry-standard practices. Independent study and research will further support their learning, fostering the ability to critically assess and apply knowledge to real-world scenarios. Where possible, students will have the opportunity to engage in work-based learning through live briefs and event management projects, providing direct industry exposure and practical experience.</p> <p><b>Assessment Methods:</b></p> <p>Assessment is designed to ensure students develop both theoretical understanding and practical competency. Written assignments will evaluate their ability to identify and analyse key issues within the creative industries, applying relevant theoretical concepts. Practical assessments will focus on the planning and execution of live event production, demonstrating students' understanding of logistical management, risk</p>



<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	assessment, and resource coordination. Collaborative project work will assess their ability to apply production processes in team-based environments while adhering to industry standards, legal frameworks, and ethical considerations. Formative assessment will play a key role in the course, with regular tutor feedback, peer reviews, and reflective self-assessment activities supporting student development.
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Apply creative problem-solving methods to address creative and technical challenges across the production process, integrating industry practices and techniques to achieve effective solutions.</p> <p><b>B2:</b> Gather and combine information from different sources to support decisions in project planning.</p> <p><b>B3:</b> Generate creative ideas and refine them using feedback and self-reflection to improve outcomes.</p> <p><b>B4:</b> Evaluate the effectiveness of production processes by analysing creative and technical outcomes, identifying areas for improvement, and suggesting strategies to enhance future projects.</p>	<p><b>Learning and Teaching Strategy:</b></p> <p>To develop students' cognitive skills, the course will emphasise critical thinking, creative problem-solving, and reflective practices through active engagement with real-world learning experiences. Workshops and practical sessions will immerse students in addressing creative and technical challenges typical of production processes, enabling them to apply industry practices, experiment with innovative solutions, and evaluate their effectiveness in real time. These sessions will encourage students to integrate technical knowledge with creativity to achieve effective results.</p> <p>Collaborative project-based learning will give students the chance to gather and combine information from different sources, helping them</p>

3B. Cognitive skills	
	<p>make informed decisions in project planning and management. Group activities will mirror real-world production environments, allowing students to practice brainstorming, taking on key roles, and working together to overcome challenges.</p> <p>Structured brainstorming sessions, peer feedback, and self-reflection activities will encourage students to develop and refine their creative ideas. By discussing their concepts with others, students will gain a deeper appreciation for how feedback can improve their creative work.</p> <p>Throughout the module, students will use a range of reflection models to regularly evaluate their production processes. These exercises will help them assess the effectiveness of their creative and technical choices, identify areas for improvement, and come up with strategies to enhance future projects. By engaging with these reflective practices, students will adopt a proactive approach to learning, focusing on continuous growth and innovation.</p> <p><b>Assessment Methods:</b></p> <p>A variety of assessment methods will evaluate students' ability to apply creative problem-solving, gather information, refine ideas, and assess production processes. Students will analyse real-world case studies to identify challenges within the production process and propose solutions using industry-standard practices. This will showcase their ability to apply cognitive skills in practical situations.</p> <p>Additionally, students will compile research portfolios to demonstrate their ability to gather, analyse, and synthesise information from different</p>

3B. Cognitive skills	
	<p>sources to support project planning and management decisions. These portfolios will bridge theory and practice, highlighting critical thinking and problem-solving skills. Throughout the course, students will also develop and refine creative ideas, with support from peer feedback and self-reflection. Their ability to assess and improve these ideas will be evident in individual written reflections and project reports.</p> <p>As part of their evaluation process, students will assess their production processes, identifying strengths and weaknesses and suggesting strategies for improvement. These evaluations will be presented as written reports, presentations, or digital portfolios, where students will analyse the effectiveness of their creative and technical outcomes. Peer review and group discussions will also be integral, providing opportunities for students to give and receive feedback, further developing their cognitive skills through critique and reflection.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>C1:</b> Operate and demonstrate basic use of industry-standard equipment and software for creative industries production, ensuring outputs meet fundamental technical standards.</p> <p><b>C2:</b> Support the planning of projects or productions, applying basic project management techniques such as resource allocation,</p>	<p><b>Learning and Teaching Strategy:</b></p> <p>Throughout the course students will combine hands-on practice, guided learning, and reflective exercises to build industry-relevant skills. Students will participate in practical workshops to gain proficiency in operating industry-standard equipment and software. These sessions will include tutor-led demonstrations followed by guided practice, allowing students to use the equipment themselves. Peer learning and</p>

3C. Practical and professional skills	
<p>budgeting, and timeline planning to ensure successful outcomes that meet industry expectations.</p> <p><b>C3:</b> Demonstrate the ability to independently execute tasks within creative projects, ensuring compliance with technical standards, deadlines, and production goals.</p>	<p>collaboration will be encouraged, enabling students to support one another in mastering the technology and developing real-time problem-solving skills.</p> <p>Students will develop a portfolio showcasing their mastery of fundamental production techniques in areas such as camera techniques, audio production, lighting design and graphic design. Tutors will provide ongoing guidance to ensure students meet industry standards for quality and professionalism. These live projects will enhance practical skills and give students the opportunity to learn about task management, communication, and working with deadlines, reinforcing the importance of teamwork and adaptability in a professional setting.</p> <p>Project management techniques will be introduced through case studies, workshops, and interactive planning sessions. Students will set production goals, develop budgets, and create timelines for live projects, applying these techniques to ensure production objectives are met within budget and time constraints, simulating real-world industry responsibilities.</p> <p><b>Assessment Methods:</b></p> <p>Assessment will be multifaceted, incorporating hands-on tasks, project documentation, and reflective components to evaluate students' proficiency and growth. Real-world practical tasks will form the core of assessment, where students demonstrate their ability to operate industry-standard equipment and software. Competency will be</p>

3C. Practical and professional skills	
	<p>assessed using checklists to ensure specific technical standards are met, along with project submissions that showcase practical skills.</p> <p>Logs and project journals will track students' engagement and development throughout their projects, documenting progress, challenges, and learning experiences. These will be reviewed alongside tutor or industry feedback to evaluate their contribution to live projects. The feedback will help assess how well students meet industry standards, manage time, and work in teams.</p> <p>A portfolio will highlight the practical work completed during workshops and independent study, showcasing proficiency with industry-standard tools and the ability to address key tasks. Accompanying reflective commentaries will allow students to explain their creative and technical processes, evaluate challenges faced, and demonstrate how they integrated ethical considerations, industry standards, and emerging technologies into their work.</p> <p>To gain practical experience, students will engage in real-world projects and assist with college-based events or productions. As part of the project management component, students will submit project proposals, planning documentation, and evaluations of project outcomes, demonstrating their understanding of planning and budget management while reflecting on how they met production objectives within set constraints.</p> <p>Reflective practices will be assessed through journals and career action plans, where students will identify their strengths, challenges, and learnings from practical experiences. Written self-evaluations or</p>

3C. Practical and professional skills	
	presentations will allow students to reflect on their learning journey, set personal and professional development goals, and identify areas for improvement. These assessments will help students critically assess their skills and apply this knowledge to their future career planning.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods

<p><b>D1:</b> Communicate effectively through verbal, written, and digital formats to share creative ideas and engage a variety of audiences.</p> <p><b>D2:</b> Work collaboratively within multidisciplinary teams by contributing to shared goals, valuing diverse perspectives, communicating professionally, and supporting creative outcomes.</p> <p><b>D3:</b> Organise and manage time effectively by prioritising tasks and meeting deadlines in production settings, while maintaining focus on creative objectives.</p> <p><b>D4:</b> Demonstrate a strong attention to detail in the production process, ensuring precision and quality in technical and creative aspects.</p>	<p><b>Learning and Teaching Strategy:</b></p> <p>A variety of practical and interactive teaching strategies will be used to develop key, transferable skills. Communication skills will be enhanced through activities like presentations, pitches, and written assignments, allowing students to practice conveying their creative ideas to different audiences. Digital communication exercises, such as social media posts and blogging, will help students navigate the evolving digital landscape, where effective communication is key. Constructive feedback from peers and tutors will help refine these skills, ensuring clarity and impact.</p> <p>Collaboration within multidisciplinary teams will be a central part of the learning experience. Group projects will simulate industry environments, where students must work together to achieve shared goals. These projects will teach students how to communicate effectively, appreciate diverse perspectives, and contribute to creative outcomes in a team. Peer evaluations and reflective logs will give students opportunities to assess their teamwork skills, identify challenges, and improve their collaborative processes.</p> <p>Time management will be a key focus throughout the course. Students will take part in workshops covering techniques like scheduling, prioritising, and meeting deadlines in production contexts. Through guided projects, they will practice managing their time effectively while staying focused on creative objectives. Reflective activities will help students assess their ability to meet deadlines and identify areas for improvement in their organisational and planning skills.</p>
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3D. Key/transferable skills	
	<p><b>Assessment Methods:</b></p> <p>Students will be assessed on their presentations, written reports, and digital content, focusing on clarity, creativity, and how well they engage with their intended audience. These assessments will evaluate how effectively students communicate their ideas, the quality of their expression, and their ability to connect with different audiences.</p> <p>For teamwork and collaboration, students will participate in group projects. Their individual contributions will be assessed through peer feedback, reflective reports, and presentations. This evaluation will focus on how well students collaborate within multidisciplinary teams, apply interdisciplinary knowledge, and contribute to achieving shared project goals. Peer evaluations will also allow students to reflect on their teamwork skills and offer feedback to their peers.</p> <p>Lastly, students will submit project schedules, logs, and evaluations, focusing on their time management skills. These assessments will evaluate their ability to organise tasks, meet deadlines, and balance creative objectives with production demands. Reflective evaluations will enable students to critically assess their time management strategies and identify areas for improvement.</p>

## Foundation Degree in Creative Industries Production and Professional Practice

## September Intake – Full Time

Programme Structure - LEVEL 5 Full Time				
Compulsory modules	Credit points	Is module compensatable?	Semester runs in	Module Lead
5.1 Freelance and Self-Management Skills	20	Yes	Year 2 Sem 2	Niamh McCourt
5.2 Advanced Production Skills	20	Yes	Year 2 Sem 1	Paul Campbell
5.3 Advanced Creative Project	40	No	Year 2 Sem 1	Andrew McCracken
5.4 Working in the Industry (WBL module)	40	No	Year 2 Sem 2	Danielle Birkett
Tutorial	-	-	All year	Niamh McCourt

## September Intake – Part Time

Programme Structure - LEVEL 5 Full Time				
Compulsory modules	Credit points	Is module compensatable?	Semester runs in	Module Lead
Freelance and Self-Management Skills	20	Yes	Year 3 Sem 2	Niamh McCourt
Advanced Production Skills	20	Yes	Year 2 Sem 1	Paul Campbell
Advanced Creative Project	40	No	Year 3 Sem 1	Andrew McCracken

Working in the Industry (WBL module)	40	No	Year 3 Sem 2	Danielle Birkett
Tutorial	-	-	All year	Niamh McCourt

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> Critically analyse the challenges and opportunities of freelance work in the creative industries, demonstrating strategies for building a sustainable career.</p> <p><b>A2:</b> Evaluate evolving business models, monetisation strategies, and intellectual property in the creative industries, assessing their impact on audience engagement and sustainable production.</p> <p><b>A3:</b> Assess emerging technologies, market trends, and commercial viability in creative industries production, integrating innovative approaches to enhance creative and financial success.</p>	<p><b>Learning and Teaching Strategy:</b></p> <p>Teaching methods will integrate live projects, employer engagement, and work-based learning opportunities, ensuring students gain practical experience while developing a strong theoretical foundation. Collaborative, interdisciplinary projects will mirror real-world industry environments, preparing students for the complexities of freelance work and sustainable career development.</p> <p>Lectures and seminars will support students in understanding evolving business models, monetisation strategies, and the impact of intellectual property on audience engagement. Reflective practice and career planning will be embedded within the course, particularly through the</p>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>freelance and self-management skills module, allowing students to assess their professional growth and industry readiness.</p> <p>Students will also be expected to take more responsibility for their independent learning, with an increased focus on self-directed projects, industry placements, and collaboration with peers across disciplines. The use of online resources will support their learning, allowing students to stay at the forefront of industry developments and apply new knowledge to their practice.</p> <p><b>Assessment Methods:</b></p> <p>The assessment strategy emphasises real-world application, professional output, and critical analysis. Students will develop industry-standard portfolios showcasing their ability to evaluate emerging trends and commercial viability in media production. Written assignments, including business reports and research analyses, will encourage students to assess freelance opportunities, intellectual property considerations, and monetisation strategies. Live industry projects will provide hands-on experience, requiring students to apply their knowledge in practical settings, while presentations will develop professional communication and stakeholder engagement skills. Reflective logs and self-evaluations will further support students in tracking their progress and refining their career strategies.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>B1:</b> Apply critical thinking to assess and solve creative and technical challenges across various production processes, from concept to completion.</p> <p><b>B2:</b> Synthesise information from multiple sources to form coherent, evidence-based conclusions and make informed decisions related to industry practices and project management.</p> <p><b>B3:</b> Develop innovative ideas and concepts, incorporating feedback and reflection to enhance creative outputs and meet the needs of the evolving sector.</p> <p><b>B4:</b> Critically evaluate the effectiveness of production processes, identifying areas for improvement, and propose strategic solutions to enhance creative and technical outcomes in future projects.</p>	<p><b>Learning and Teaching Strategy:</b></p> <p>Teaching will focus on fostering a blend of critical thinking, creativity, and practical skills. Students will engage in problem-solving exercises and collaborative group projects that reflect live industry briefs, enabling them to tackle both creative and technical challenges from concept to completion. Through these exercises, students will develop their ability to apply critical thinking and innovative problem-solving techniques, while also honing their teamwork and communication skills.</p> <p>To support the development of evidence-based decision-making, students will participate in projects that involve synthesising information from multiple sources. Lecturers will provide a structured approach to integrating diverse perspectives, ensuring that students are equipped to make informed decisions related to industry practices and project management.</p> <p>Workshops and project-based learning environments will allow students to experiment with new ideas, techniques, and technologies in a supportive space. Students will also receive continuous feedback from peers and tutors, enabling them to reflect on their work and refine their creative outputs.</p> <p>To build their evaluative skills, students will engage in reflective practice and critical evaluation of their work and the work of others. They will identify strengths and areas for improvement, and apply strategic solutions to enhance future outcomes. This process will foster the ability</p>

3B. Cognitive skills	
	<p>to assess projects from both a creative and technical standpoint, encouraging continuous improvement and professional growth.</p> <p><b>Assessment Methods:</b></p> <p>Assessment methods will include a combination of group project work, practical production exercises, and individual portfolios. Group projects will allow students to apply problem-solving skills collaboratively, with peer assessment and tutor feedback evaluating their ability to address technical and creative challenges effectively within a professional context. These projects will also assess their capacity to work in teams and find solutions to real-world production problems.</p> <p>Written reports and presentations will be used to assess students' ability to synthesise information from a variety of sources and apply it to creative or technical decision-making. This will evaluate the students' critical thinking, their ability to construct logical, evidence-based conclusions, and their capacity to apply theoretical knowledge to practical situations.</p> <p>For creative outputs, students will submit portfolios, concept proposals, and project work that demonstrate their ability to develop innovative ideas and integrate feedback effectively. These assessments will focus on originality, creativity, and the feasibility of ideas, as well as how well students adapt their concepts based on reflection and constructive feedback to meet evolving sector needs. The projects will also evaluate their ability to critically evaluate their work and propose improvements for future projects.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>C1:</b> Operate industry-standard equipment and software proficiently to produce complex and high-quality creative content, demonstrating an advanced understanding of tools and techniques used in the creative industries.</p> <p><b>C2:</b> Take a leading role in planning, executing, and evaluating complex media projects within professional standards and constraints.</p> <p><b>C3:</b> Critically reflect on personal and professional development, evaluating feedback and experiences to establish clear strategies for ongoing skill enhancement and career progression within the creative industries.</p>	<p><b>Learning and Teaching Strategy:</b></p> <p>To develop proficiency in industry-standard equipment and software, students will participate in advanced workshops and practical sessions focused on key production tools such as camera work, audio production, lighting design and graphic design. They will work on production portfolios, refining their technical skills and exploring innovative approaches. This approach will allow students to engage with advanced techniques in a supportive environment where they can receive feedback from tutors and peers, promoting continuous improvement and a deeper understanding of the tools and techniques they are using.</p> <p>Students will actively participate in project management, collaborating with industry partners and teaching staff to oversee all stages of production, from planning through to execution. This experience will enable students to develop practical skills in managing production timelines, ensuring tasks are completed efficiently, and meet industry standards. Additionally, students will apply project management techniques, such as budgeting, scheduling, and resource allocation, to ensure that production goals are achieved within set constraints.</p> <p>Reflective learning will be embedded throughout to encourage students to critically assess their personal and professional development. Through self-assessments, peer feedback, and tutor guidance, students will be encouraged to reflect on their growth, identify areas for improvement, and set clear career goals. This will ensure that students</p>

3C. Practical and professional skills	
	<p>can take a proactive approach to their professional development and prepare for a career in the creative industries.</p> <p><b>Assessment Methods:</b></p> <p>The assessment methods will combine practical, reflective, and analytical approaches to ensure students develop both their technical skills and professional competencies.</p> <p>Students will submit a portfolio of creative work that demonstrates their ability to use advanced tools across various creative production processes. This portfolio will showcase a range of production outputs, with accompanying reflective reports. The reports will analyse their technical decisions, such as the tools and techniques used, and evaluate the creative impact of their work.</p> <p>Students will also be assessed on their ability to plan, execute, and manage events/productions, with emphasis on adhering to deadlines, industry standards, and project specifications. The evidence for assessment will include project documentation, such as project plans, timelines, and budget reports, to evaluate their organisational and management skills. Students will also provide reflective reports, detailing their problem-solving processes, challenges encountered, and strategies implemented to overcome obstacles. Peer and tutor feedback will be used to assess teamwork and collaboration, as well as the effectiveness of decision-making during the production process. Additionally, the final outcome of the project will be assessed, considering its alignment with industry standards, quality of execution, and overall success. The combination of project documentation, reflective practice, and feedback</p>



3C. Practical and professional skills	
	will ensure that students are assessed holistically on their practical and professional skills in managing live creative projects.
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>D1:</b> Communicate effectively across various platforms, including verbal, written, and digital formats, to engage diverse audiences and convey creative ideas.</p> <p><b>D2:</b> Analyse the role of interdisciplinary collaboration in creative industries, demonstrating how diverse skill sets, workflows, and technologies contribute to the development of innovative projects.</p> <p><b>D3:</b> Manage time efficiently by organising tasks, setting priorities, and meeting deadlines in fast-paced, high-pressure production environments, while maintaining creative focus.</p> <p><b>D4:</b> Critically assess and refine production elements, demonstrating a sophisticated attention to detail that enhances the technical accuracy and creative quality.</p>	<p><b>Learning and Teaching Strategy:</b></p> <p>Students will enhance their communication skills throughout the course as they focus on effective creative expression across various platforms - verbal, written, and digital. Peer and tutor feedback will help students refine their ability to convey ideas clearly and professionally.</p> <p>Students will work within structured project timelines, with milestone checkpoints and deadline-driven tasks, helping them manage competing priorities in fast-paced production environments. Training in time management tools and strategies will help students balance creative and logistical demands, while regular reflection will enable continuous improvement. Through hands-on practice and feedback, students will develop transferable skills that will prepare them for success in the creative industries.</p> <p><b>Assessment:</b></p> <p>Students will be assessed through a combination of written reports, project presentations, and digital portfolio submissions to evaluate their</p>

3D. Key/transferable skills	
	<p>ability to communicate effectively across various platforms. These assessments will focus on the clarity, coherence, and impact of their communication with diverse audiences.</p> <p>Group and individual projects, reflective journals, and presentations will be used to assess students' problem-solving skills, with particular emphasis on how they apply critical thinking and creative techniques to overcome challenges in real-world creative production scenarios.</p> <p>Collaboration will be evaluated through group project reports, peer evaluations, and reflective journals, allowing students to demonstrate their ability to work effectively within teams, respect diverse perspectives, and contribute to shared goals.</p> <p>Time management will be assessed through project submissions, time logs, and reflective assessments, where students will track their task completion and reflect on their efficiency in meeting deadlines and managing multiple tasks.</p>

## Foundation Degree in Creative Industries Production and Professional Practice

#### 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

This programme offers an opportunity for successful progression from a range of Level 3 Creative Industries programmes, including Creative Media Practice, TV & Film, Animation, Digital Media, Games Design, Digital Marketing, Performing Arts, and others, to a Foundation Degree in Creative Industries Production and Professional Practice. The programme is designed with significant employer engagement in areas such as curriculum design, module content, and placements, ensuring that the course aligns with current industry practices. Employer engagement is ongoing, with involvement in curriculum development and evaluation, as well as opportunities for self-sourced work placements throughout the programme.

The Foundation Degree provides students with a high-quality academic experience, promoting student achievement and reliable assessment. This course also offers clear progression routes for students holding relevant A-Level qualifications, such as Moving Image Arts, Media Studies, Digital Design, or Music.

One of the distinctive features of the programme is the opportunity for students to specialise in a preferred aspect of creative industries production. The *Production Skills* modules provide technical workshops with staff who work in the industry to offer practical, subject-specific skills. With the opportunity for hands-on projects, students can focus on a specific area to tailor their education to their career aspirations and strengths.

The programme also places a strong emphasis on personal and professional development, with these skills embedded throughout the curriculum and particularly within the Work-Based Learning module in Year 2. Students will have the opportunity to engage in activities designed to build career-specific skills, such as career planning, job searching, application writing, and networking.

Students benefit from a highly experienced teaching team, combining industry expertise with academic and professional qualifications to ensure a top tier learning environment. The College is dedicated to supporting ongoing professional development for staff, offering training and industry engagement opportunities through initiatives like the Lecturers into Industry programme, as well as regular staff development seminars. The College's online learning platform *Canvas* is an essential tool for delivering and supporting both face-to-face and remote learning, providing students with resources to help them succeed in their studies and future careers.

## **5. Support for students and their learning**

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

The support provided to students covers several avenues:

- A thorough programme induction for new students.
- Availability of student programme and module handbooks on the VLE (*Canvas*) for convenient reference.
- An HE Student Handbook, accessible on the college website and VLE, which outlines internal processes, codes of conduct, academic practices, support services, and general college information.
- Assignment of students to a designated personal tutor.
- Accessibility to the Course Director and academic staff for student enquiries and assistance.
- Student representation on course committees and HE Review Boards.
- Opportunities for students to address general concerns through the student/staff consultative committee.
- Library and computer services offering facilities and assistance.
- Provision of student email accounts and full access to the College VLE (*Canvas*).
- Support services provided by the Student Support Hub, encompassing young career support, health, counselling and guidance, careers advice, financial assistance, learning support, pastoral care, access to the library and resource centre, and involvement in the Students Union.
- Dedicated support from a Work Based Learning tutor.
- Establishment of procedures for assessing and accommodating the additional support needs of students with disabilities, following DSA guidance.
- Provision of weekly timetabled tutorial sessions for all students.
- Access to the college email system for students to contact tutors for support and advice during and outside of office hours.
- Utilisation of the college Microsoft Teams system for students to communicate with tutors while working remotely.
- Implementation of a robust complaints and appeals process, available for students to utilise as needed.

## **6. Criteria for admission**

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

### Admission Criteria (Full-time or Part-time)

To be eligible to apply for this programme, applicants must meet one of the following academic requirements:

- **BTEC Route:** Successful completion of a Level 3 Extended Diploma in a relevant subject.
- **A-Level Route:** At least 64 UCAS points from A Levels, including a relevant subject such as Music, Media, Drama, or Art.
- **Alternative Qualifications:** An Access to Higher Education Diploma or equivalent qualifications will be considered on a case-by-case basis.

In addition to the academic requirements, applicants must also meet the following:

- **Portfolio or Creative Work:** Submission of a portfolio or other evidence demonstrating creative ability in a relevant discipline (for students from a performing arts background this could be a showreel).
- **Interview or Audition:** Successful completion of an interview or audition to assess the applicant's suitability for the course and alignment with its focus areas.
- **GCSE Requirements:** At least 4 GCSE grades at C or above to include English and Maths (or an equivalent University-approved qualification such as Level 2 Essential Skills in Communication and Essential Skills in Numeracy).

Where students wish to have prior education and/or experience considered, in lieu of meeting the full course entry requirements the College APEL Policy and Process will be used.

*Entry requirements may be enhanced depending on demand.*

### 7. Language of study

The programme will be conducted exclusively in English.

### 8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

The Foundation Degree in Creative Industries Production and Professional Practice employs a diverse assessment framework to support student success and professional development. Assessments include a mix of continuous formative assessments,

summative evaluations, and practical, real-world applications designed to challenge students and cater to various learning styles.

Key features include:

- **Practical Assessments:** Students will complete project-based tasks, case studies, and practical exercises that mirror industry standards, fostering skills applicable to their future careers.
- **Work-Based Learning:** The WBL module culminates in a portfolio assessment, reflecting students' industry experience and professional growth.
- **Collaborative Work:** Group projects simulate team-based production environments, developing students' communication and teamwork skills.
- **Industry Relevance:** Assessments align with industry practices, ensuring students develop the skills required for employment in the creative sector.

Assessment strategies will be closely aligned with the learning outcomes of each module, ensuring that students can demonstrate the necessary competencies and meet the programme's objectives. Feedback will be provided promptly (within 15 working days) to guide student progress. Assessment methods will include group-based work, time-constrained practical exercises, project reports, portfolios of evidence, podcasts, live streams, and other relevant formats. All assessments will undergo internal and external moderation to ensure fairness, consistency, and reliability. In each module, students will complete coursework assignments that assess their knowledge and understanding, cognitive skills, practical and professional skills, and key transferable skills. The programme's design aims to support students in critical thinking, problem-solving, and developing professional attitudes, which are essential for their future career progression and sustained independent work.

The Programme will adhere to the Regulations for Validated Awards of the Open University. Each module's assessment criteria will be clearly communicated to students, and a comprehensive feedback process will be followed. Internal and external verification processes will ensure the integrity of assessments, with all student work being sampled and moderated to maintain academic quality.

Additionally, the College employs a robust internal verification system to ensure consistency and transparency in assessment. Internal Verifiers, in collaboration with External Examiners, will monitor assessment processes to maintain high standards and provide comprehensive feedback to students.

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

N/A

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

The following processes are in place in accordance with the QAA Foundation Degree Characteristics Statement (2020):

- Cross-marking, internal moderation, and external examining processes are employed to ensure the validity and reliability of the assessment process.
- The Course Committee reviews student feedback from each module.
- Student/staff consultative meetings serve as a platform to address any course-related difficulties encountered by the cohort.
- Annual Course Review procedures incorporate both quantitative and qualitative feedback from each course within a subject area.
- Students have the opportunity to be represented at staff/student consultation meetings.
- Staff teaching performance undergoes annual monitoring.
- Staff appraisal is conducted on a two-year cycle, focusing on the individual development needs of staff members.
- The college annually completes a Self-Evaluation and Quality Improvement Plan for each programme in accordance with the requirements of the Awarding Organisations.
- The College offers a Staff Development Programme to facilitate specific training and development for staff.
- All staff are encouraged to pursue Information & Learning Technology and industry qualifications.
- Views of External Examiners are considered as part of the quality processes, and reporting mechanisms prescribed by Awarding Organisations are adhered to.
- Both informal views and formal written feedback from employers are taken into consideration.
- Student performance data and career progression are monitored annually.
- The Course Director attends annual meetings and workshops provided by either the Awarding Organisation or Validated Institute, contributing to the regulation of codes of practice and course management procedures.

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

N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes. Please amend this mapping to suit frameworks used within the different nations if appropriate.

Level	Study module/unit	Programme outcomes																												Available as single registerable module?																			
		A1	A2	A3	A4							B1	B2	B3	B4														C1		C2	C3								D1	D2	D3	D4						
4	Fundamentals of Creative Production	x			x								x		x																x																		
	Digital Content Creation			x	x							x	x	x																		x																	
	Live Event Production		x								x			x																		x	x																
	Creative Collaboration			x	x						x	x		x																		x	x	x															
	Production Skills			x							x																				x																		

Level	Study module/unit	Programme outcomes																												Available as single registerable module?																						
		A1	A2	A3								B1	B2	B3	B4													C1	C2		C3								D1	D2	D3	D4										
5	Freelance and Self-Management Skills	x	x									B1	x	B3															C1		x								x													
	Advanced Production Skills			x								x			x														x												x											
	Advanced Creative Project			x								x	x	x	x														x	x								x	x	x												
	Working in the Industry (WBL module)	x													x																x							x	x	x												



## Annexe 2 - Curriculum mapping against the apprenticeship standard

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

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

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

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

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

### Annexe 3: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:  
<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.