

Programme specification

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

1. Overview / factual information

Programme/award title(s)	BA (Hons) Editing for Film, TV & Media
Teaching Institution	Futureworks
Awarding Institution	The Open University (OU)
Date of first OU validation	5 th March 2026
Date of latest OU (re)validation	N/A
Next revalidation	
Credit points achieved for the award	360
UCAS Code (if applicable)	P313
HECoS Code (if applicable)	100887 (50%) 100539 (50%)
LDCS Code (FE Colleges England only)	N/A
Programme start date and cycle of starts if appropriate.	September 2026
Underpinning QAA subject benchmark(s)	Communication, Media, Film and Cultural Studies (2024)

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.	FHEQ Level 6 outcome classification descriptions. Industry Advisory Group. Avid Technology DPP (Digital Production Partnership)
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT Face-to-Face
Duration of the programme for each mode of study	3 years
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 takes full advantage of the learning opportunities that are provided.

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

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

2. Programme overview

2.1 Educational aims and objectives

- Produce informed, adaptable, and resourceful graduates who possess the skills, knowledge and attributes required to fulfil professional roles in the media industry with a bias to Editing.
- Create editors with the versatility and confidence to employ technical skills and creativity in contemporary production environments.
- Develop and nurture an awareness of roles and responsibilities within the editing pipeline and media industry as an individual and/or as part of a team.
- Produce editors with the skills to investigate, analyse and present visual information as well as generate original work related to the broadcast, film and media industry.

- Encourage students to explore and integrate diverse cultural influences through their creative work, contributing to a more inclusive creative community.
- Equip students with the capability to evidence professionalism in planning, execution, delivery, and reflection.
- Develop independent learners capable of applying intellectual and practical skills appropriate to employment or further study
- Build a sense of entrepreneurship and innovation across all aspects of student work and career development.
- Equip editors with the ability to build, sustain and focus on their personal and professional aspirations.

2.4 List of all exit awards

Certificate of Higher Education, Editing for Film, TV & Media
Diploma of Higher Education, Editing for Film, TV & Media
BA Editing for Film, TV & Media
BA (Hons) Editing for Film, TV & Media

3. Programme structure and learning outcomes

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

Please adjust 'levels' to reflect SCQF if applicable

Programme Structure - LEVEL 4					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
Professional Editing 1	40		40	No	1&2
Film Production 1	40		40	No	1&2
Factual Editing	20		20	Yes	1&2
Film Theory	20		20	Yes	1&2

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes - LEVEL 4</u>	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1. Show knowledge of fundamental post-production theory and use it to inform practical work. A2. Identify and apply a range of basic post-production techniques to establish and support their personal work style. A3. Display competence in employing visual language within the creative process, showing understanding of its foundational principles.	Knowledge and understanding are assessed using a variety of methods. The principal methods of assessment for this skill area will be: • Essays • Case Studies • Presentations, individual and group • Video and audio artefacts • Projects • Project plans

Learning Outcomes - LEVEL 4

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

3A. Knowledge and understanding

- Journals
- Portfolios
- Storyboards
- Showreel
- Audio visual breakdowns

Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of knowledge and understanding. Feedback will be a crucial component of summative assessments.

3B. Cognitive skills

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

Learning outcomes:	Learning and teaching strategy/ assessment methods
B1. Research and interpret information from a range of sources to create informed and insightful ideas B2. Identify various multifaceted problems within digital media and suggest suitable solutions by applying fundamental theories and concepts B3. Combine and develop visual and verbal ideas as part of the creative process, showing an emerging ability to engage with material in creative ways	Assignments which primarily assess knowledge, understanding and subject-specific skills implicitly contain a thinking skills component; thus, every assignment will assess thinking skills to varying degrees. Formative assessment of thinking skills, supported by tutor feedback, will be employed throughout the programme. Feedback on written and oral assignments will include comment on the employment of thinking skills

3C. Practical and professional skills

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

Learning outcomes:	Learning and teaching strategy/ assessment methods
C1. Use knowledge of creative techniques to take an idea from its initial concept to a finished product C2. Produce professional video and audio artefacts using a variety of contemporary editing techniques to produce distinctive work C3. Create work using professional methods that adhere to academic or technical standards, applying comprehension in a specific area to reflect developing ability	Practical and professional skills will be primarily assessed through practical outputs, specifically: - Video and audio artefacts - Projects - Project Plans - Audio visual breakdowns - Project folders Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of subject-specific skills. Feedback will be a crucial component of summative assessments.

3D. Key/transferable skills

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

Learning outcomes:	Learning and teaching strategy/ assessment methods
D1. Communicate ideas and arguments through spoken, visual, and written communication. D2. Use project management skills to demonstrate motivation in self-directed study D3. Use basic time-management methods to organise tasks and complete work within the set deadlines	The centrality of transferable skills throughout the programme results in all assessments being directly or indirectly related to employability and personal development. The assessment methods which are particularly significant are: - Essays - Case Studies - Reflective journals - Presentations, individual and group - Projects - Showreels - Promotional materials - Professional Development

3D. Key/transferable skills

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

Throughout the programme feedback on formative and summative assessments will help students develop their employability and personal development skills.

Certificate of Higher Education, Editing for Film, TV & Media

Programme Structure - LEVEL 5					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
Professional Editing 2	40		40	No	1&2
Audio for Film & Television	40		40	No	1&2
Professional Industry Practice	20		20	Yes	1&2
Colour Correction and Grading	20		20	Yes	1&2

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes - LEVEL 5</u>	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1. Evaluate and apply key post-production theory to create visually enriched work. A2. Display competence within a specialist area of post-production, applying relevant methods and approaches that contribute to the evolution of a personal style. A3. Exhibit knowledge and understanding of essential editing workflows and techniques used in post-production	Knowledge and understanding are assessed using a variety of methods. The principal methods of assessment for this skill area will be: • Essays • Case Studies • Presentations, individual and group • Video and audio artefacts • Projects • Project plans

Learning Outcomes - LEVEL 5

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

3A. Knowledge and understanding

- Journals
- Portfolios
- Storyboards
- Showreel
- Audio visual breakdowns

Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of knowledge and understanding. Feedback will be a crucial component of summative assessments.

3B. Cognitive skills

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

Learning outcomes:	Learning and teaching strategy/ assessment methods
B1. Critically evaluate complex information from a diverse range of sources to generate well-formed ideas and evidence-based arguments within a chosen subject area B2. Develop and refine solutions to a range of multifaceted problems by exploring visual and verbal ideas as part of an ongoing creative process B3. Evaluate personal learning experiences and creative outcomes to strengthen independent thinking and support continuous improvement	Assignments which primarily assess knowledge, understanding and subject-specific skills implicitly contain a thinking skills component; thus, every assignment will assess thinking skills to varying degrees. Formative assessment of thinking skills, supported by tutor feedback, will be employed throughout the programme. Feedback on written and oral assignments will include comment on the employment of thinking skills

3C. Practical and professional skills

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

Learning outcomes:	Learning and teaching strategy/ assessment methods
C1. Develop and apply creative ideas to produce unique, original work, guiding the project from its initial idea through to a final product C2 Apply contemporary editing techniques to produce professional video and audio artefacts, integrating complementary skills from various post-production tools and processes C3. Develop written and practical work that follows the required academic or industry standards and formatting guidelines, exhibiting communication skills and a professional approach	Practical and professional skills will be primarily assessed through practical outputs, specifically: A1 Video and audio artefacts A2 Projects A3 Project Plans A4 Showreels A5 Audio visual breakdowns A6 Project folders Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of subject-specific skills. Feedback will be a crucial component of summative assessments.

3D. Key/transferable skills

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

Learning outcomes:	Learning and teaching strategy/ assessment methods
D1. Communicate ideas and well-supported arguments with confidence and clarity, using oral, visual, and written methods appropriate for the professional context D2. Apply project management skills to demonstrate independence and motivation in self-directed work and study D3. Apply effective time management methods to plan and complete work ensuring deadlines are met whilst adapting to evolving requirements D4. Apply self-analysis to recognise areas of strength and improvement for professional development .	The centrality of transferable skills throughout the programme results in all assessments being directly or indirectly related to employability and personal development. The assessment methods which are particularly significant are: - Essays - Case Studies - Reflective journals - Presentations, individual and group - Projects - Showreels - Promotional materials - Professional Development

3D. Key/transferable skills

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

Throughout the programme feedback on formative and summative assessments will help students develop their employability and personal development skills.

Diploma of Higher Education, Editing for Film, TV & Media

Programme Structure - LEVEL 6

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in	Available as single registerable module?
Professional Editing 3	40		40	No	1&2	
Documentary	40		40	No	1&2	
Major Project	40		40	No	1&2	

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes - LEVEL 6</u>	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1. Synthesise post-production theory, workflows and strategies to create original work that meets professional industry standards A2. Exhibit key editing workflows and techniques in post-production and reflect to produce original and sophisticated outcomes	Knowledge and understanding are assessed using a variety of methods. The principal methods of assessment for this skill area will be: • Essays • Case Studies • Presentations, individual and group • Video and audio artefacts • Projects

Learning Outcomes - LEVEL 6

3A. Knowledge and understanding

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

A3. Exhibit and critically analyse competence in a specialist area of post-production, reflecting on advanced methods and approaches and their impact on the development of professional identity and personal style.

- Project plans
- Journals
- Portfolios
- Storyboards
- Showreel
- Audio visual breakdowns

Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of knowledge and understanding. Feedback will be a crucial component of summative assessments.

3B. Cognitive skills

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

Learning outcomes:	Learning and teaching strategy/ assessment methods
B1. Synthesise detailed information gathered from a broad range of sources to guide informed ideas, engage in debate and present evidence-based arguments surrounding a specified subject area B2: Develop and improve solutions for multifaceted challenges by synthesising visual and verbal concepts in a creative B3: Critically assess personal learning and creative outcomes, evaluating strengths and areas for continued development to improve in digital media practices	Assignments which primarily assess knowledge, understanding and subject-specific skills implicitly contain a thinking skills component; thus, every assignment will assess thinking skills to varying degrees. Formative assessment of thinking skills, supported by tutor feedback, will be employed throughout the programme. Feedback on written and oral assignments will include comment on the employment of thinking skills

3C. Practical and professional skills

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

Learning outcomes:	Learning and teaching strategy/ assessment methods
C1. Refine creative ideas through development from early-stage concept to completed product, showcasing communication skills and a professional approach C2. Select and apply a variety of contemporary editing techniques and workflow practices, incorporating essential supplementary post-production tools to create professional high-quality video and audio artefacts C3. Produce and deliver both written and practical work in designated formats that align with academic and industry standards, demonstrating clear communication, professional conduct and technical ability	Practical and professional skills will be primarily assessed through practical outputs, specifically: - Video and audio artefacts - Projects - Project Plans - Showreels - Audio visual breakdowns - Project folders Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of subject-specific skills. Feedback will be a crucial component of summative assessments.

3C. Practical and professional skills

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

C4. Critically analyse and demonstrate advanced skills of a chosen subject area or specialism which reflects capability and expertise

3D. Key/transferable skills

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

Learning outcomes:

D1. Implement effective time management methods to plan, manage and successfully delivery complex projects, while engaging in self-evaluation to identify areas of personal development

D2. Apply project management skills to establish clear objectives, define key milestones, and prioritise tasks to ensure effective progress in self-directed work and study

Learning and teaching strategy/ assessment methods

The centrality of transferable skills throughout the programme results in all assessments being directly or indirectly related to employability and personal development. The assessment methods which are particularly significant are:

Essays

Case Studies

3D. Key/transferable skills

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

D3. Present complex ideas and evidence-based arguments effectively and confidently using oral, visual and written methods while adjusting the style to be appropriate for the professional context

D4. Perform a critical self-analysis to recognise areas for improvement and create an ongoing development plan that strengthens your employability

Reflective journals

Presentations, individual and group

Projects

Showreels

Promotional materials

Professional Development

Throughout the programme feedback on formative and summative assessments will help students develop their employability and personal development skills.

BA (Hons) Editing for Film, TV & Media, BA Editing for Film, TV & Media

To be awarded an Ordinary Degree, the student must complete 120 credits at Level 4, 120 credits at Level 5 and a minimum of 60 credits at Level 6 achieved through completing a combination of any two of the following modules:

- Professional Editing 3 (40 credits)
- Documentary (40 credits)

- Major Project (40 credits)

5. Support for students and their learning

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

Student Services Support

Futureworks has dedicated Student Services team operating from the Student Advice Centre on floor 3. The Student Advice Centre (SAC) is open 10am-12.30pm & 1.30pm-4.30pm Monday-Friday. Students can visit SAC any time during opening hours to speak to a member of staff or make contact via email. The nature of support offered is dependent on the individual seeking it but in general includes:

1-1 pastoral advice and guidance to students who may be experiencing anything affecting their time at Futureworks, for example:

- mental health
- financial support
- disability support
- feeling homesick
- a confidential space to discuss worries or concerns.

Also, advice with regards to

- health
- bullying
- discrimination
- harassment
- Referral and signposting for additional support e.g., counselling (via an external provider)

Personal Tutor Support

Students are allocated a Personal Tutor who plays a central role in student support. Working in conjunction with Module Leaders and Heads

of Schools, Personal Tutors provide the support, advice and guidance that will enable students to gain the most from their studies at Futureworks.

The Personal Tutor roles include:

- Academic monitoring and advice
- personal development tutorials
- General pastoral care (referring more complex / sensitive issues to the Student Welfare Officer)

6. Criteria for admission

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

Standard Entry: Applicants are required to have at least a Level 4 or grade 'C' in GCSEs Maths and English Language or equivalent and 104 or above UCAS points (for example B, C, C or above at A2 Level, DMM or above at BTEC Extended Diploma Level, M or above at UAL Level 3 Extended Diploma Level) and a proven interest in the subject area. Qualifications such as Graded Examinations in Music Performance and Arts Award (Gold) can also count towards your UCAS points.

International Entry: Equivalent international qualifications will be considered towards meeting the entry requirements for standard entry. Additionally, international applicants will need to have an English Language qualification at International Level B2 or higher, such as an IELTS of 6.0 or better (with 5.5 in each skill: reading, writing, speaking and listening). Students with equivalent qualifications will also be accepted.

Equivalences include:

- Trinity College London: a pass in test ISEI and a pass in test ISEII
- Language Cert: Academic SELT (from 18 December 2023): 60 or International ESOL SELT: 33/50
- Pearson PTE Academic for UKVI: 59
- PDI Services (UK) Ltd: Pass in Skills for English UKVI

Non-standard Entry: Applications from individuals with non-standard qualifications, relevant work or life experience will be equally considered. These applicants will be required to attend an interview as part of the application process. Interviews will be in person or online, depending on the location and availability of the applicant.

Accreditation for Prior Learning: UK and International applicants with qualifications or professional experience equivalent to the knowledge and skills developed during years one or two of this programme may be granted Accreditation for Prior Learning (APL), enabling them to join the programme at the start of year two or three.

If an applicant thinks they may be eligible for APL they should contact our Admissions team on admissions@futureworks.ac.uk. Please note that APL will not exempt applicants from the selection process, or, for international students, the IELTS 6.0 (or equivalent) requirement.

7. Language of study

English

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

As the senior academic authority of Futureworks the Academic Board has responsibility for the monitoring of academic quality and standards, as delegated by the Board of Directors.

Annual review is conducted at module, programme, school and institutional level by relevant staff using both internal and external data, as outlined in the Academic Quality Handbook. Interim review of programmes is conducted 3 times per year as data becomes available. Reviews incorporate Module Evaluation and Student Experience Survey feedback from students, External Examiner reports, feedback from industry professionals via the Industry Advisory Group and Link Tutor feedback. Interim and annual reviews include Action Plans which are monitored by relevant committees. Futureworks uses benchmarking in relation to the OfS dashboard and NSS data to ensure that Futureworks programmes are delivering comparable outcomes and student experiences and this is included in the Academic Board Annual Report.

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

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													Available as single registerable module?
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	
4	Professional Editing 1	✓	✓	✓				✓	✓		✓	✓	✓	N
	Film Production 1		✓	✓			✓	✓	✓	✓		✓	✓	N
	Factual Editing		✓		✓		✓		✓	✓		✓		N
	Film Theory	✓			✓	✓	✓				✓			N

Level	Study module/unit	Programme outcomes												Available as single registerable module?	
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	
5	Professional Editing 2		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	N
	Audio for Film & Television	✓	✓			✓		✓	✓	✓					N
	Professional Industry Practice		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		N
	Colour Correction and Grading	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	N

Level	Study module/unit	Programme outcomes														Available as single registerable module?
		A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	
6	Professional Editing 3	✓	✓		✓	✓			✓	✓	✓	✓		✓	✓	N

	Documentary	✓	✓	✓			✓		✓	✓			✓			N
	Major Project	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	N

Annexe 3: Notes on completing programme specification templates

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