BA (Hons) Digital Media Production

DEFINITIVE MODULE RECORDS

Definitive Module Records:

The programme of study is divided into modules as contained in this module handbook. The modules are written in such a way as to be useful and relevant for a number of years and describe the skills and knowledge you will be exposed to, and the types of activity we expect you to undertake. However, these modules will always be interpreted through assignments. These assignments are written each year to ensure their relevance to the workplace, new developments in the subject, emerging technology and the needs and interests of individual student groups. Each module will have a final (summative) assessment. This may be one assessment at the end of the module, or made up of several smaller assessments, which take place during and at the end of the module.

At the initial assignment briefing you will be made aware of the specified learning outcomes and assessment criteria for the module. The assignment will very clearly state the work required for assessment and the way in which the assessment will be conducted. Each module assignment brief will clearly refer to the learning outcomes and assessment criteria and the tasks required to achieve these. The brief should be read in conjunction with the indicative grading matrix to help you maximise your work.

In each module there is an essential reading list. This list will also be added to in the assignment to ensure relevance and currency.

Definitive Module Record

1. Factual Information

Module Code & Title	BACM101 Research & Production Planning	**Level**	4
Module Leader		**Credit Value**	20
Module Type	Practice	**Notional learning hours**	200

2. Rationale for the module and its links with other modules

This module is intended to expose students to a wide range of media production skills and techniques, exploring visual trends and current contemporary media practices.

Students will focus on the research, planning and pre-production elements of media production, and the module will act as an investigation into a range of ways of generating ideas and developing concepts. Students will be introduced to a range of research methods, and all aspects of production planning, in order to professionally plan, manage, log and realise a negotiated media production in response to the assignment brief.

Using cultural texts from cinema, stage, television, music, literature, internet and social media, students will examine how story is constructed, and how film and media texts can articulate particular narratives. Students will also work on a number of tasks to develop their practical knowledge, and help them to form a solid foundation for crew based media practice. Through these projects students will cultivate an awareness of audio/visual language that will enable them to develop their media communication skills within the context of contemporary media practice.

Learning will focus around the introduction of a range of cameras, lighting and sound recording equipment, as well as introducing the basic skills required to edit / output a media production. Students will be appropriately guided towards developing safe and professional working practices, and will be expected to adhere to professional standards whilst working towards achieving the project outcomes.

3. Aims of the module

- To introduce an understanding of fundamental media production principles through research, analysis and application, including an introduction to, and basic understanding of, key image making approaches.
- To experiment and evaluate a range of media production techniques, extending audio / visual vocabulary, from a range of sources, and to reflect upon pre-production processes.
- To introduce students to a range of cameras, lighting, sound recording and other accessories and equipment; and to develop competence and confidence in their use.
- To establish professional working practices, considering health & safety and the importance of ethics in media representation.

4. Indicative content

A series of workshops / seminars will explore the fundamentals of media representation and narrative, allowing students to explore ideas development in detail. Students will develop an understanding of audio/visual media communication, and the module will be supported by rigorous analysis of current trends in contemporary media.

Students will be supported to research, plan, manage and produce a negotiated media project. They will be given opportunity to explore a range of cameras, lighting, and sound recording equipment, as well as integrating the use of support equipment to start to demonstrate an understanding of technical control and skill.

Students will also develop their knowledge of crew-based working practices, and develop their team working skills.

Students will be expected to develop their self-directed study and time-management skills.   The module will enable students to develop safe, effective and professional working practices and adhere to the correct legislation and ethical standards.

5. External/Industry links

Visits

Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

A practical audio / visual project, supported by portfolio of experimentation.

Reflective journal/blog, including all research, planning, and production logs, as well as critical evaluation of the final piece

7. Mapping of assessment tasks to learning outcomes (see Annex 1)

Assessment tasks	Intended learning outcomes			
	A4	**B1**	**C2**	**D2**
Portfolio of work	**X**		**X**	**X**
Reflective journal/blog		**X**		**X**

8. Key reading list

Author	Year	Title	Publisher	Location
Emm, A.	2001	Research for Television and Radio	Routledge	London
Honthanser, E.L	2010	The Complete Film Production Handbook	Focal Press	Oxford
Katz, S.D.	2004	Film Directing Shot by Shot: Visualising from Concept to Screen	Michael Weise Productions	Studio City
Lees, N.	2010	Greenlit: Developing Factual/Reality TV Ideas from Concept to Pitch	Methuen Drama	London
Morgan, M, Shanahan, J and Signorielli, N (eds)	2012	Living with Television Now: Advances in Cultivation Theory and Research	Peter Lang	London
Schreibman, M.	2006	The Film Director Prepares: A Practical Guide to Directing for Film and TV	Gazelle Publishing	New York
Smethurst, W.	2009	How to Write for Television	How to Ltd	London
Stradling, L.	2010	Production Management for TV and Film: The Professional's Guide	Methuen Drama	London

9. Other indicative sources (e.g. websites)

www.bfi.org.uk
www.cinematography.com
www.filmsound.org
www.lynda.com

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A4: Begin to successfully apply media production approaches, techniques and practical skills, appropriate to the context of production.	**Lectures and seminars:** to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities **Workshops and Demonstrations:** To induct students into the use of specialist equipment resources and to introduce technical and practical skills required in media production
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B1: Evidence and explore different methods of research – visual, conceptual, technical – gathered from a range of sources.	**Lectures and seminars:** to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities **Blended Learning:** to enable students to utilise and become confident in the use of digital and online resources, through our VLE, Google Apps, Lynda.com, blogs etc. **Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C2: Creatively explore a range of practical media production skills & techniques appropriate to subject and commercial context.	**Workshops and Demonstrations:** To induct students into the use of specialist equipment resources and to introduce technical and practical skills required in photographic production **Critiques:** to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts to support the evaluative process.
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: D2. Work to deadlines, plan realistic goals and schedules and apply effective time management.	**Collaboration & Peer interaction:** to develop core communication and interpersonal skills **Tutorials:** to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals.

Definitive Module Record

1. Factual Information			
Module Code & Title	BACM102 Post-Production	**Level**	4
Module Leader		**Credit Value**	20
Module Type	Practice	**Notional learning hours**	200

2. Rationale for the module and its links with other modules
This module is intended to introduce students to a range of post-production considerations, exploring the practical, contextual and theoretical elements of these, and focusing on the creation of meaning and storytelling through post-production techniques. Students learning will be grounded in historical and contemporary movements, theories and practices of editing and montage in film and media. Students will respond to a number of tasks that will develop their post-production skills, and will develop an appreciation of the importance of post-production processes in all aspects of media production. They will have opportunity to develop their software literacy, using a range of professional, commercial software products, to manipulate audio and visual aspects of their productions. Students will examine various editorial styles, techniques and conventions, and how these articulate meaning to an audience, exploring grammar, syntax, structure, pace, rhythm, timbre and expression. There will be opportunity to explore how the editing of sound and image might be used to alter perception and manipulate emotions. The module will examine and critically analyse contemporary examples of media production, in order to develop theoretical and conceptual understanding through practice.

3. Aims of the module
- To develop knowledge of the theories and aesthetics of visual and audio editing, both historical and contemporary.   - To increase knowledge of the media industries and the role of post-production in contemporary media practice.   - To develop technical skills, including editing, sound editing, SFX and title sequencing   - To further develop the ability to plan, produce and edit a media production project, within appropriate conceptual, contextual and historical frameworks.   - To encourage students to develop conceptual ideas in their media production work.

4. Indicative content
Through a series of lectures, inductions, demonstrations and workshops with appropriate teaching and learning activities, students will develop an understanding and experience of visual and audio editing, and post-production practices. Content will be grounded within contemporary and historical discourse and debate.

5. External/Industry links
Visits Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework: A practical audio/visual project, supported by portfolio of experimentation/tests. Reflective journal/blog, including all research, planning, and production logs, as well as critical evaluation of the final piece

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes			
	A4	**B1**	**C2**	**D2**
Portfolio of work	**X**		**X**	**X**
Reflective journal/blog		**X**		**X**

8. Key reading list

Author	Year	Title	Publisher	Location
Dancyger, K.	2014	The Technique of Film and Video Editing: history, theory and practice	Focal Press	Oxford
Faulkner, A.	2015	Adobe After Effects CC in a Book	Adobe	London
Figgis, M.	2007	Digital Film Making	Faber and Faber	New York
Holman, T.	2010	Sound for Film and Television	Focal Press	Oxford
Jago, M.	2014	Adobe Premiere Pro CC in a Book	Adobe	London
Murch, W.	2001	In the Blink of an Eye	Silman-James Press	Los Angeles
Pearlman, K.	2012	Cutting Rythms: Shaping the Film Edit	Focal Press	Oxford
Rose, J.	2008	Audio Postproduction for Film and Video	Focal Press	Oxford

9. Other indicative sources (e.g. websites)

www.bfi.org.uk
www.cinematography.com
www.filmsound.org
www.lynda.com

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A4: Begin to successfully apply media production approaches, techniques and practical skills, appropriate to the context of production.	**Lectures and seminars:** to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities **Workshops and Demonstrations:** To induct students into the use of specialist software and to introduce technical and practical skills required in audio / visual editing and post production.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B1: Evidence and explore different methods of research – visual, conceptual, technical – gathered from a range of sources.	**Lectures and seminars:** to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities **Blended Learning:** to enable students to utilise and become confident in the use of digital and online resources, through our VLE, Google Apps, Lynda.com, blogs etc. **Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C2: Creatively explore a range of practical media production skills & techniques appropriate to subject and commercial context.	**Workshops and Demonstrations:** To induct students into the use of specialist software and to introduce technical and practical skills required in audio / visual editing and post production. **Critiques:** to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts to support the evaluative process.
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: D2. Work to deadlines, plan realistic goals and schedules and apply effective time management.	**Collaboration & Peer interaction:** to develop core communication and interpersonal skills **Tutorials:** to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals.

Definitive Module Record

1. Factual Information

Module Code & Title	BACP103 Media Production	**Level**	4
Module Leader		**Credit Value**	20
Module Type	Practice	**Notional learning hours**	200

2. Rationale for the module and its links with other modules

This module is intended to introduce students to specific skills needed for working in the media industries. Core to this module will be the ability to work efficiently with clients and crews, in order to realise a fully formed media production.

Students will be expected to be resourceful adopting and adapting a range of problem solving approaches to meet the outcomes specified. From initial ideas generation, through to conceptual development, contextualisation and writing, to the production and final post-production elements, students will need to evidence their communication and time management skills.

The module will require to students to use their technical and logistical skills to manage a substantial production, including exploring the logistics of translating a media proposal into a viable production. It will consider the directors role and explore historical and contemporary movements in direction, developing theoretical and conceptual understanding of the art of directing through practice. Students will examine how various directorial styles, techniques and conventions might articulate meaning to an audience, and also explore how these are mediated by the financial, logistical, legal and commercial requirements of production. This module will explore the creative possibilities of contemporary media practice.

Students will be expected to manage their time, their equipment and their workflow, and to continue to develop a highly professional work ethic within this module.

3. Aims of the module

- To plan, create, manage and produce a substantial media production project.
- To use a range of skills, techniques and strategies that are reflective of the media industries and enable students to produce commercially focused outcomes.
- To develop time management, organisational and communication skills
- To consolidate learning from previous modules

4. Indicative content

 Through a series of lectures, inductions, demonstrations and workshops with appropriate teaching and learning activities, students will develop an understanding and experience of the logistics and requirements of a commercially focused media project.
Workshops will focus on directing camera movement, directing actors, lighting, script, dialogue, location, and the use of sound design to develop a concept.
Content will be grounded within contemporary and historical discourse and debate.

5. External/Industry links

Visits
Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

A practical audio/visual project, supported by portfolio of experimentation/tests.

Reflective journal/blog, including all research, planning, and production logs, as well as critical evaluation of the final piece

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
Assessment tasks	**Intended learning outcomes**			
	A4	**B1**	**C2**	**D2**
Portfolio of work	X		X	X
Reflective journal/blog		X		X

8. Key reading list				
Author	**Year**	**Title**	**Publisher**	**Location**
Grove, E.	2004	Raindance Producers Lab: No-to-Low Budget Film Making	Focal Press	Oxford
Mercado, G.	2010	The Filmmakers Eye: Learning (and Breaking) the Rules of Cinematic Composition	Focal Press	Oxford
Rabiger, M.	2014	Directing the Documentary	Focal Press	Oxford
Rabiger, M.	2013	Directing: Film Techniques and Aesthetics	Focal Press	Oxford
Sabin, A.	2008	You're On!: How to Develop Great Media Skills for TV, Radio and the Internet	How to Books	London
Schreibman, M.	2006	The Film Director Prepares: A Practical Guide to Directing for Film and Television	Gazelle	New York
Van Sijill, J.	2005	Cinematic Storytelling: the 100 Most Powerful Film Conventions Every Filmmaker Must Know	Michael Weise	London
Weston, J.	1999	Directing Actors: Creating Memorable Performances for Film and TV	Michael Weise	London

9. Other indicative sources (e.g. websites)
www.bfi.org.uk www.cinematography.com www.filmsound.org www.lynda.com

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A4: Begin to successfully apply media production approaches, techniques and practical skills, appropriate to the context of production.	**Lectures and seminars:** to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities. **Workshops and Demonstrations:** To induct students into the use of specialist equipment resources and to introduce technical and practical skills required in contemporary media practice.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B1: Evidence and explore different methods of research – visual, conceptual, technical – gathered from a range of sources.	**Lectures and seminars:** to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities. **Blended Learning:** to enable students to utilise and become confident in the use of digital and online resources, through our VLE, Google Apps, Lynda.com, blogs etc. **Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C2: Creatively explore a range of practical media production skills & techniques appropriate to subject and commercial context.	**Workshops and Demonstrations:** To induct students into the use of specialist equipment resources and to introduce technical and practical skills required in contemporary media practice. **Critiques:** to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts to support the evaluative process.

D. Key transferable skills	Learning and teaching strategy
At the end of the module, learners will be expected to: D2. Work to deadlines, plan realistic goals and schedules and apply effective time management.	**Collaboration & Peer interaction:** to develop core communication and interpersonal skills **Tutorials:** to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals.

Definitive Module Record

1. Factual Information

Module Code & Title	BACM104 Professional Practice & PDP 1	**Level**	4
Module Leader		**Credit Value**	20
Module Type	Theory & Practice	**Notional learning hours**	200

2. Rationale for the module and its links with other modules

This module is designed to help students explore employment opportunities in Contemporary Media and the broader creative industries. Alongside an ongoing programme of research and investigation, students will be encouraged to begin to identify current skills, knowledge and creative practice, and investigate opportunities that could lead to an intended career path. Students will identify areas for development and will work with the module tutors to initiate and develop their Professional Development Plan (PDP), identifying the skills needed during the programme of study. Covering a wide range of general skills including personal analysis, effective professional standards with employers, working as a freelance practitioner and sub contractor, the module will include consideration around contracts, copyright, release forms, IP, ethics etc. and working with professional agencies, clients and production companies.

The module also aims to enable students to develop autonomy and build upon future aspirations to help develop effective communication and networking in the creative industries. Pitching, presenting and self-promotion are a key focus and the module aims to build upon these skills to help develop confidence and personal effectiveness in their application.

3. Aims of the module

- To investigate the employment structures and work patterns within the contemporary media, and associated, industries.
- To reflect upon own personal skills, qualities, experience and abilities and on the expectations of the workplace.
- To explore appropriate career opportunities developing an action plan to enhance potential career progression.
- To develop effective professional communication methods and knowledge for use in contacting employers, networking, interviews, self-presentation and the production of effective and professional CV communications.
- To develop an understanding of soft and interpersonal skills in effective communication and the importance of these skills in acquiring and sustaining employment.

4. Indicative content

This module will run for the whole of level 4 raising the students' awareness of career paths within the media, and associated, industries, alongside their practical 'studio' based modules. Through this process students will be asked to identify their own personal development needs feeding into their PDP, planning for their future careers. The module is delivered through lectures & seminars, research tasks, individual, reflective activities and team assignments/ critiques.

The module takes the student through in-depth investigation of the structures and working patterns currently operating in the specific creative industry that the student aspires to pursue a career in. Alongside this, the student will be asked to undertake SWOT analysis of his or her own current skills and abilities. They will be asked to look at job roles and contexts, and contemporary practitioners, analysing their career histories. Through this process students will be asked to identify their own personal development needs feeding into their PDP and planning for their future careers.

5. External/Industry links

Visits
Industry / practice-based research
Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings
Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:
Research/Seminar journal – record of all tasks undertaken throughout the module.
Reflective blog – presents and archives ongoing reflection of developing & expanding skills

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes				
	A1	A5	B6	C6	D4
Research/Seminar journal	X	X	X		X
Reflective blog	X	X	X	X	X

8. Key reading list

Author	Year	Title	Publisher	Location
Bone, J.	2004	Opportunities in Film Careers	VGM	Maidenhead
Davis, G.	2010	Copyright law for Artists, Photographers and Designers	A and C Books	London
Gregory, G.	2008	Careers in Media and Film: The Essential Guide	Sage	London
Innes, J.	2012	The CV book: The Definitive Guide To Writing The Perfect CV	Pearson	Cambridge
Langham, J.	1993	Lights, Camera, Action! Careers in Film, Television and Video	BFI	London
Worthington, C.	2009	Basics Film Making: Producing	AVA Publishing	Switzerland

9. Other indicative sources (e.g. websites)
www.swscreen.org.uk

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A1: Begin to identify a sense of their own creative identity, values and direction as contemporary media practitioners. A5 Demonstrate an understanding of personal and professional requirements expected in the contemporary media industries.	**Lectures and seminars:** to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities **Collaboration & Peer interaction:** to develop core communication and interpersonal skills **Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B6: Begin to develop awareness and understanding of academic and professional contexts to inform career aspirations.	**Lectures and seminars:** to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities **Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module **Work-based, vocational learning:** to provide students with an opportunity to acquire specialist knowledge, skills and practical experience
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C6: Begin to develop an action plan for vocational and career aspirations based on awareness of contemporary media and associated contexts.	**Tutorials:** to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals. **Blended Learning:** to enable students to utilise and become confident in the use of digital and online resources, through our VLE, Google Apps, Lynda.com, blogs etc.
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: D4: Develop an understanding of effective methods of approaching opportunities, including contacting employers, networking, self-presentation, showreel and the production of a professional CV.	**Lectures and seminars:** to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities **Tutorials:** to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals.

Definitive Module Record

1. Factual Information

Module Code & Title	BAIS300 Interdisciplinary Studies	**Level**	4
Module Leader		**Credit Value**	20
Module Type	Theory & Practice	**Notional learning hours**	200

2. Rationale for the module and its links with other modules

This module provides an opportunity to expand and develop skills and knowledge, through the introduction of new approaches and methods that broaden and extend the student's understanding of practices both in their subject area, and the wider creative context in which they work.

The module will introduce students to interdisciplinary approaches and methods in their subject, and open up possibilities for engagement with practices both within and outside their immediate subject area. As such, this Module complements all of the student's study to date, and contributes to their wider knowledge and understanding of creative practices.

The module will encourage students to explore new skills, knowledge and approaches including team working and problem solving. Above all, it will encourage critical reflection on the range of interdisciplinary approaches and contexts explored within the module.

3. Aims of the module

- To provide the opportunity to explore and reflect upon interdisciplinary approaches and solutions for creative practice
- To develop skills and knowledge that can be applied to future projects and situations
- To broaden awareness of new or unfamiliar materials-led, process-based creative practices

4. Indicative content

You will be encouraged to explore and develop your understanding of interdisciplinary approaches and solutions for creative practice, through practice-based enquiry. You will have the opportunity to explore interdisciplinary approaches through a range of activities such as working in collaborative teams, through project-based learning, and exploring new or unfamiliar approaches through directed study or independent learning.

The module is delivered through a mixture of subject-based activities, projects and/or workshops, and group tasks. Specific content and activities will vary according to your subject area, including collaboration between programmes where appropriate. The development of new knowledge and skills associated with production and critical understanding will be encouraged through a range of approaches such as working with unfamiliar methods, processes and team based learning. An understanding of the possibilities inherent in interdisciplinary approaches within both your subject area and the wider creative context in which you work, will be core to all activities.

Throughout the module, you are invited to record and reflect on the work undertaken. At the mid-point, you will be given formative feedback on your progress during the module through individual, and/or group tutorial. You are required to keep a Reflective book/ file/ blog (you only need to choose one of these methods), that should record and document the development of your ideas, work in progress, realized outcomes and your engagement with all aspects of the module. Your tutor will advise on which method might suit your approach best. Evidence of this ongoing record will inform the formative review of your progress, and provide the basis for individual or group tutorial throughout the module.

To compliment your learning in this module, you can elect to learn a range of new skills delivered through the 'Workshop Wednesdays' open access programme (booking via the student portal).

Towards the end of the module, all students will make a presentation of the outcomes of their work in this module. The presentation will take the form of a group presentation or showcase of work, to

tutors and peers. Your tutor will advise on the approach most suited to your programme.

A 1000-word critical evaluation provides you with the opportunity to consider the breadth of your investigation, and reflect upon the impact of new approaches and solutions within your individual creative practice. Your evaluation should also include evidence of your contribution to the group presentation or showcase.

5. External/Industry links

Visits
Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings

Reflective book/ file/ blog
1000-word critical evaluation

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes			
	A4	B4	C2	D2
Reflective book/ file/ blog	X		X	
1000-word critical evaluation		X		X

8. Key reading list

Author	Year	Title	Publisher	Location
The specific reading materials and research sources are located on the VLE for this module/specific elective				

9. Other indicative sources (e.g. websites)

The specific reading materials and research sources are located on the VLE for this module/specific elective.

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A4: Demonstrate a basic understanding of materials, techniques and processes in an area of creative practice outside of main programme.	Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study Research book/ file/ blog

B. Cognitive skills	Learning and teaching strategy
At the end of the module, learners will be expected to: B4: Take risks, making constructive use of results, both successful and unsuccessful and recognise these as vital to the creative process.	Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study 1000 word critical evaluation

C. Practical and professional skills	Learning and teaching strategy
At the end of the module, learners will be expected to: C2: Produce a body of work that utilises materials, techniques and processes from an area of creative practice outside main programme of study.	Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study Research book/ file/ blog

D. Key transferable skills	Learning and teaching strategy
At the end of the module, learners will be expected to: D2: Evidence ability to begin to articulate the potential for the transfer of materials, techniques and processes from one area of creative practice to another.	Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study 1000 word critical evaluation

Definitive Module Record

1. Factual Information			
Module Code & Title	BCOP100 Contexts of Practice	**Level**	4
Module Leader		**Credit Value**	20
Module Type	Theory	**Notional learning hours**	200

2. Rationale for the module and its links with other modules
This module introduces students to key theories and ideas, and provides a range of critical approaches to support the investigation, interpretation and analysis of contemporary art, design and media. Students will study a range of concepts that have shaped the way that we understand art, design and media in its wider historical and cultural contexts. Students will develop core research and communication skills to help them to articulate and contextualise their understanding of the themes covered in this module, and the knowledge gained will support creative practice by developing an understanding of the relationship between thinking and making.

3. Aims of the module
• To introduce and develop understanding of a range of key social, cultural and economic theories and discourses that impact on the production and consumption of media.   • To introduce approaches to, and perspectives on the interpretation of practice.   • To introduce and develop core research skills for the study of contemporary creative practice.   • To introduce and develop a range of communication skills.

4. Indicative content
A series of themed lectures and seminars will introduce students to key ideas and theories relevant to the study of media production. The series will explore a range of discourses that affect the way we perceive and value these practices, including, key social and cultural theories concerned with issues of representation, ideology and narrative. The module encourages students to explore the impact of production, consumption, distribution and dissemination of media in its contemporary context. Seminars and group tutorials develop the concepts presented in the lectures and allow students to begin to critically examine these core themes. Seminars are led or facilitated by a tutor, and individual and/or group tutorials provide guidance in relation to the assessment tasks.

5. External/Industry links
Visits   Visiting lecturers/practitioners

6. Assessment strategy, assessment methods and relative weightings
Students are required to: • Engage in research activities that identify and demonstrate a developing understanding of key ideas and theories that affect the production and consumption of arts, design, and media practices.   • Show developing core research skills for the study of creative practice through the development of a reflective journal/blog. This should contain reflections on the lectures/seminars and all related tasks. This will be used to inform formative assessment on progress in the module and on completion of the module will be summatively assessed.   • Demonstrate understanding and application of theoretical approaches to arts, design and media practices through a written essay. The essay may take the form of: a written essay (appropriately illustrated); a visual essay, a video essay/vlog. Your tutor will advise you on the most appropriate method and agree on an approach to take.   • Respond to an essay question based on the learning within the module.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes				
	A2	B1	B2	C5	D3
A reflective journal/ blog	X	X	X	X	
An essay (1500-2000 words or equivalent)	X	X	X	X	X

8. Key reading list

Author	Year	Title	Publisher	Location
Auge, M.	2009	Non-places: Introduction to an Anthropology of Supermodernity	Verso	London
Berger, J.	2008	Ways of Seeing	Penguin	London
Bordwell, D.	2012	Film Art: An Introduction	McGraw Hill	USA
Etherington Wright, C. and Doughty, R.	2011	Understanding Film Theory	Palgrave Macmillan	London
Evans, J. and Hall, S. (eds)	1999	Visual Culture: The Reader	Sage	London
Rose, G.	2013	Visual methodologies: An introduction to researching with visual materials	Sage	London
Shore, R.	2014	Post-photography: The artist with the camera	Laurence King	London
Sturken, M. and Cartwright, L.	2009	Practices of Looking: An introduction to visual culture	Oxford University Press	Oxford

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A2**:** Begin to identify and demonstrate an understanding of key theories and discourses that affect the practice, production and consumption of media production.	**Lectures and seminars:** to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities **Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B1: Evidence and explore different methods of research – visual, conceptual, technical – gathered from a range of sources. B2: Begin to apply appropriate theoretical approaches to the study and interpretation of contemporary media.	**Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module **Tutorials:** to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals.
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C5: Begin to research, evaluate and contextualise their own area of practice informed by key ideas and theories, applying appropriate academic conventions.	**Critiques:** to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts, and how this ability supports the evaluative process
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: D3**:** Demonstrate a developing range of communication skills.	**Critiques:** to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts, and how this ability supports the evaluative process **Collaboration & Peer interaction:** to develop core communication and interpersonal skills

Definitive Module Record

1. Factual Information			
Module Code & Title	BACM201 Media Practice 1	**Level**	5
Module Leader		**Credit Value**	40
Module Type	Practice	**Notional learning hours**	400

2. Rationale for the module and its links with other modules
Building on the technical and creative abilities established in Year 1, this module requires students to produce a body of work that investigates the key media conventions around drama and factual programming, whilst continuing to investigate a range of roles and contexts of production. Students will critically examine areas of synergy and interaction between these forms, recognising the dialogue and exchange that exists between them in contemporary media practice. Students will have the opportunity to plan, create and realise a number of media projects, including a substantial documentary piece, that will evidence their ability to critically analyse and evaluate documentary programming. The module will also focus on ethical questions around representation. Students will extend their knowledge of specialist camera and lighting techniques, on location and/or in the studio, and will further develop knowledge and skills in digital post-production, and colour grading technologies. Students will particularly engage with the role of sound design in documentary and factual productions, analysing sound as a tool for audience manipulation. In addition to the emphasis on production craft skill, the module encourages the synthesis of practical expertise and creative thinking with awareness of professional contexts. Students will be expected to seek out interesting stories, people and places, to further develop their communication and time management skills, and to produce a body of high quality media production work that is distinctive and critically informed.

3. Aims of the module
• Consolidate and further develop students' ability to apply audio/visual craft skill and creative principles to their work, evidencing their ability to plan, produce and manage complex media productions. • Enable students to examine, research and critically engage with the key concepts, theories and aesthetics of drama and factual media production. • Offer students a professionally focused environment, which supports the development of skills and knowledge towards individual career aspirations and desired areas of media practice.

4. Indicative content
Students will engage in research, discussion and debate around drama and factual conventions of media production, investigating the synergies and hybridities of these forms. Seminars and workshops will support students to develop a body of work that includes a substantial documentary focused project, evidencing the students' ability to work professionally and ethically to achieve a particular outcome. Practical workshops will allow students to further develop production craft skills, especially in camera, lighting, sound and post production, as well as commercially focused skills such as working with clients, working with people, and production management of concepts and ideas. Students will be encouraged to situate their practice within relevant roles and contexts of media production.

5. External/Industry links
Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework: A substantial practical audio/visual project[s], supported by portfolio of experimentation / tests. Reflective journal/blog, including all research, planning, and production logs, as well as critical evaluation of the final piece. The journal/blog needs to evidence appropriate critical enquiry, examination and evaluation of key texts.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes					
	A1	A4	B4	C2	C4	D2
Body of research & practical work		X	X	X	X	X
Reflective presentation of outcomes	X					X
Critical self evaluation (250-500 words)	X					X

8. Key reading list

Author	Year	Title	Publisher	Location
Graakjaar, N. and Jantzen, C. (eds)	2009	Music in Advertising	Aalborg Universitetsforlag	Copenhagen
Groves, J.	2012	ComMUSICation: From Pavlov's Dog to Sound Branding	Oak Tree Press	London
Gurren, S.	2010	Documentary Storytelling: Creative Non-Fiction on Screen	Focal Press	Oxford
Kieran, M.	1998	Media Ethics	Routledge	London
Lovejoy S., Paul, C. and Vesna, V. (eds)	2010	Context Providers: Conditions of Meaning in Media Arts	Intellect	Chicago
Lusensky, J.	2011	Sounds like Branding	A and C Black	London
MacDonald, K. and Cousins, M.	2011	Imagining Reality	Faber and Faber	London

9. Other indicative sources (e.g. websites)

See assignment briefs

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A1. Identify personal and professional strategies for future development by critically evaluating own skills, attributes and aspirations. A4: Develop and effectively deploy a range of media production skills and techniques to produce a body of work pertinent to identified career aspirations.	**Lectures and seminars:** to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities **Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B4: Engage in risk-taking and experimentation to support the development of visual language, creativity and individual style.	**Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C2: Utilise a range of equipment, practical skills, and production processes in an effective manner, in accordance with good professional practice. C4: Conceptualise, plan and produce a cohesive body of media production work pertinent to identified career aspirations.	**Workshops and Demonstrations:** To induct students into the use of specialist equipment resources and to introduce technical and practical skills required in contemporary media practice. **Critiques:** to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts, and how this ability supports the evaluative process
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: D2. Demonstrate an increasing ability to work at a professional pace on tasks and projects, exhibiting the appropriate levels of motivation, self-organization time-management.	**Collaboration & Peer interaction:** to develop core communication and interpersonal skills **Tutorials:** to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals. To ensure that students receive appropriate pastoral support and that they are encouraged to take responsibility for their own learning.

Definitive Module Record

1. Factual Information			
Module Code & Title	BACM202 Media Practice 2	**Level**	5
Module Leader		**Credit Value**	40
Module Type	Practice	**Notional learning hours**	400

2. Rationale for the module and its links with other modules
This module aims to develop insight into the contemporary media industries by immersing students into a professional production context.   Consolidating their existing technical skills, students will write, plan and create content for appropriate media platforms, further developing their research, writing, time management and communication skills. In collaboration, students will have the opportunity to manage all aspects of a particular broadcast platform (for example a TV show, newsroom and/or radio station) necessitating their full examination of contemporary modes of consumption / production, and demanding their engagement with media ethics, law, copyright and professional working practices, roles and contexts.   This module provides opportunity for students to develop the practical, creative and professional skills required to be a successful freelance practitioner in their chosen vocational field. Through rigorous self evaluation, students will be supported to develop their practice towards a particular specialist area of media production.

3. Aims of the module
• To develop students knowledge of a particular specialist area and/or professional role.   • To develop self-motivation, decision-making, time management and critical self evaluation skills.   • To prepare students for managing commercial projects to support future progression.   • To further develop students' awareness of professional practice and related ethical and legislative requirements and responsibilities.   • To promote and develop safe, and professional, working practices.

4. Indicative content
Through a series of lectures, seminars and debates, students will examine the critical, contextual and historical frameworks of broadcast media, including audience analysis, media law, ethics, responsibility and issues of copyright. Students will be encouraged to find interesting 'stories' to develop into content, making use of the research, production management, and technical skills they have developed thus far.   Through practical workshops, students will be supported to set up a broadcast platform, in the form of TV, radio, and/or a newsroom, through which they can program and transmit suitable content for public dissemination and distribution.   Students will be encouraged to work professionally throughout the module, to develop their communication and crew working skills, as well their ability to find stories, develop them and convey them creatively, and engagingly, to an audience.

5. External/Industry links
Visiting lecturers/practitioners/retailers   Students will have opportunity to work with external clients and/or other students.   Students will be encouraged to publish, exhibit or present outcomes to an external audience, for example via TV or Radio Broadcast, Web Streaming.

6. Assessment strategy, assessment methods and relative weightings
Formative assessment in seminar feedback, critiques and individual progress tutorials.   Summative assessment 100% by coursework: Blog: Critical, Contextual and Theoretical Research; Production Logs; Critical evaluation of the module; Evidence of Content produced for Broadcast.

Presentation: Students will present all their work in a formal assessment (presentation to whole group) at the end of the module

7. Mapping of assessment tasks to learning outcomes (see Annex 1)

Assessment tasks	Intended learning outcomes					
	A4	B3	B5	C1	D1	D4
Body of research & documentation of learning		X	X	X	X	
Practical production including appropriate & professional presentation of outcomes	X		X	X	X	X
Critical self evaluation (250-500 words)		X	X			X

8. Key reading list

Author	Year	Title	Publisher	Location
Artis, A.	2011	The Shut Up and Shoot Freelance Video Guide: A Down & Dirty DV Production	Focal Press	Oxford
Gauntlett, D.	2009	Creative Explorations: New Approaches to Identities and Audiences	Routledge	London
Gauntlett, D.	2011	Making is Connecting: The Social Meaning of Creativity, from DIY and Knitting to YouTube and Web 2.0	Polity Press	London
Gillan, J.	2010	Television and New Media: Must Click TV	Routledge	London
Priestman, C.	2001	Web Radio: Radio Production for Internet Streaming	Focal Press	London
Spencer, A	2008	DIY: The Rise of Lo-fi Culture	Marion Boyars	London
Turner, G. and Tay, J. (eds)	2009	Television Studies After TV: Understanding Television in the Post-Broadcast Era	Routledge	London

9. Other indicative sources (e.g. websites)

See assignment briefs

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A4. Evidence competent use of appropriate technical equipment and demonstrate skills and approaches to working that meet the specifications of professional media practice.	**Lectures and seminars:** to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities **Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module **Work-based, vocational learning:** to provide students with an opportunity to acquire specialist knowledge, skills and practical experience
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B3. Critically evaluate own and others work and be able to engage with, and respond positively to, the processes of critique and creative direction. B5: Demonstrate creative thinking skills to respond to challenges set by content production, developing a professional approach to working.	**Critiques:** to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts, and how this ability supports the evaluative process
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C1. Generate ideas and produce solutions to problems posed by broadcast media practices, and present media production content to the professional standards required.	**Work-based, vocational learning:** to provide students with an opportunity to acquire specialist knowledge, skills and practical experience
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: D1: Present own creative work, to peers, tutors and clients, in a coherent and professional manner. D4: Demonstrate developing confidence in professional interaction including the ability to communicate effectively with peers, tutors, clients and other contacts.	**Critiques:** to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts, and how this ability supports the evaluative process **Collaboration & Peer interaction:** to develop core communication and interpersonal skills

Definitive Module Record

1. Factual Information

Module Code & Title	BACM203 Professional Practice & PDP 2	**Level**	5
Module Leader		**Credit Value**	20
Module Type	Theory & Practice	**Notional learning hours**	200

2. Rationale for the module and its links with other modules

This module extends skills acquired during Level 4 allowing individuals to further explore contemporary media practice including industry employment, commercial freelance media practice, and entrepreneurial opportunities. Running across level 5, it will inform an understanding of the level of professionalism, creativity and adaptability required to negotiate a career in the commercial media industries. This module equips students with the professional skills and confidence to begin operating in a professional capacity to work with clients and undertake external briefs.

A key element of this module will be the requirement for students to undertake a negotiated period of commercial practice, pertinent to their career aspirations. This could include for example, undertaking an industry placement or internship and/or working with external clients. Students will need to become familiar with paperwork protocols, and ethical responsibilities.

Building on the good practice established in the level 4 Professional Practice module, reflection will also be an ongoing, continuous process recorded and archived through each students PDP blog. By the end of the module students will be expected to have developed their PDP into a structured career plan to enable them to confidently pursue their career aspirations.

Based on these identified career aspirations, students will also be required to begin to develop a personal and professional marketing strategy, including the production of a suite of promotional materials including an online portfolio/website, showreel and professional business stationery.

3. Aims of the module

- To develop an understanding of self promotion activities and practices.
- To provide the structure to acquire a professional outlook based on the strengthening of career related competencies.
- To promote and extend professional contacts and experiences with practitioners that will lead to future career opportunities.
- To develop students' awareness of financial planning and business practices.
- To demonstrate professional practice standards and an understanding of ethical and legislative requirements.

4. Indicative content

With numerous external commissions, project and competitions available to students, this module starts with the student investigating the opportunities available to them in order to ascertain which project[s] best suit their professional aspirations. This process is ongoing throughout the module since some projects may be quick turn around, taking a matter of hours while others are far more in depth lasting weeks or even months. Some may require teams while others are undertaken solo. In all cases the students will negotiate with the module leader the volume of assignments to be undertaken.

In terms of placements, students may undertake internships within an appropriate professional setting, and briefings and lectures by industry experts will extend awareness of professional expectations. Students will be encouraged to locate and investigate potential placement opportunities.

Throughout the module tutorials will support an individual's preparations for working to industry requirements and these activities – liaising with clients, developing a brief, meeting legal requirements - will also encourage the growth of key employability and entrepreneurial skills such as written communications, self-motivation and initiative, alongside a growing understanding of commercial contexts and the current competitive climate for media production.

Visiting lecturers / practitioners / alumni and media professionals will inspire an understanding of the enterprise and entrepreneurial aspects of the creative industries, along with the overarching skills required for employment.

Student-led feedback sessions will enable the sharing of individual's experiences from external professional encounters and develop verbal communication skills.

5. External/Industry links

Visits
Site-based / industry / practice-based research
Visiting lecturers / practitioners / industry professionals
Contact with internal and external agencies will grow student's key employability and entrepreneurial skills.
Students can approach external agencies for internships, for research.
Students will engage with all aspects of professional practice throughout the module and give due consideration to the standards required by the industry.
Students will approach external agencies to enter international / national competitions
Students will be encouraged to publish, exhibit or present outcomes to an external audience.

6. Assessment strategy, assessment methods and relative weightings

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

Research journal / blog: an enquiry into issues and processes relating to professional practice, including awareness of moral rights and ethical responsibilities

Documentation of professional practice, including placement feedback and critical reflection on learning, and / or documentation required for working with external clients, and client feedback.

Reflective presentation.

7. Mapping of assessment tasks to learning outcomes (see Annex 1)

Assessment tasks	Intended learning outcomes					
	A1	A5	B6	C6	D1	D5
Research Journal / blog	X	X	X	X		
Documentation and reflection on work placement	X		X	X		
Suite of professional & promotional mater						X
Presentation					X	

8. Key reading list

Author	Year	Title	Publisher	Location
Artis, A.	2011	The Shut Up and Shoot Freelance Video Guide	Focal Press	Oxford
Branagan, A.	2011	The essential guide for business for artists and designers	A and C black	Edinburgh
Fields, F. and Congdon, L.	2014	Art Inc.: the essential guide to building your career as an artist	Chronicle books	San Francisco
Frith, S. and Marshall, L. (eds)	2004	Music & Copyright	Edinburgh University Press	Edinburgh
McAlpine, M.	2008	So You Want to Work in Film and TV?	Wayland	London
Sparrow, A.	2007	Film and Television Distribution and the Internet	Gower Publishing	Farnham
Stradling, L.	2010	Production Management for TV and Film: The Professional's Guide	Methuen	London

| Sweetow, S. | 2011 | Producing Corporate Video: A Concise Guide for Videographers | Focal Press | Oxford |
| Tirhol, B. | 2014 | Law for Artists: Copyright, The Obscene And All The Things In Between | Routledge | London |

9. Other indicative sources (e.g. websites)

https://www.kays.co.uk/

For general careers guidance refer to PCA Careers Library, PCA Library

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A1. Identify personal and professional strategies for future development by critically evaluating own skills, attributes and aspirations. A5. Develop an understanding of guidance relating to moral rights and ethical responsibilities for contemporary media practitioners.	**Lectures and seminars:** to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities **Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B6: Demonstrate a developed understanding of academic and/or professional contexts and an ability to critically reflect on own skills and experience to identify career opportunities.	**Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module **Work-based, vocational learning:** to provide students with an opportunity to acquire specialist knowledge, skills and practical experience
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C6: Understand the requirements of contemporary media practice and develop a personal and professional development plan to pursue career aspirations.	**Lectures and seminars:** to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: D1: Present own creative work, to peers, tutors and clients, in a coherent and professional manner. D5: Develop and implement personal and professional marketing and strategy to facilitate the creation of contemporary media production opportunities.	**Critiques:** to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts, and how this ability supports the evaluative process **Collaboration & Peer interaction:** to develop core communication and interpersonal skills

Definitive Module Record

1. Factual Information

Module Code & Title	GCOP200 Contexts of Practice	**Level**	5
Module Leader		**Credit Value**	20
Module Type	Theory	**Notional learning hours**	200

2. Rationale for the module and its links with other modules

This module extends and develops the themes, ideas, concepts and critical discourses introduced in Year One. Students will attend core lectures and participate in a lecture/ seminar series designed to deepen their understanding of creative practice in its wider contexts. This themed approach encourages students to make considered and appropriate links between their area of practice and wider contextual and interdisciplinary discourses. You will continue to develop critical approaches to research, which will inform your understanding of the relationship between context and practice.

3. Aims of the module

- To develop and extend a critical understanding of critical, cultural and contextual frameworks which inform the production and consumption of audio/visual media.
- To develop independent thinking, project planning and management skills.
- To develop enhanced communication skills, which demonstrate knowledge and understanding of critical theories and discourses and their impact on creative practice.

4. Indicative content

The module begins with a series of core lectures that will cover essential research skills and extend students' ability to research Media Production in its global contexts. Students are encouraged to connect their developing interests to the analytical and theoretical methods provided. Alongside the taught elements students will engage in independent, self-directed research into contemporary media. Research undertaken will be documented in a research journal/blog. These research journals/blogs will be used during formative tutorials/assessment points to discuss student progress towards achieving summative outcome, which is an illustrated essay/research blog (2,500 - 3000 words or equivalent). During the final phase of this module students will begin to think through possibilities for (level 6) BACM304 module, and will prepare an initial research project proposal as an annexe to the illustrated research essay/blog.

5. External/Industry links

Visits
Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings

Students are required to:
- Engage in research activities that identify and demonstrate a developing understanding of key ideas and theories that affect the production and consumption of arts, design, and media practices.
- Show developing core research skills for the study of creative practice through the development of a reflective journal/blog. This should contain reflections on the lectures/seminars and all related tasks. This will be used to inform formative assessment on progress in the module and on completion of the module will be summatively assessed.
- Demonstrate understanding and application of theoretical approaches to arts, design and media practices through a written essay. The essay may take the form of: a written essay (appropriately illustrated); a visual essay, a video essay/vlog. Your tutor will advise you on the most appropriate method and agree on an approach to take.
- Independently develop an essay question based on the learning within the module, in agreement with their tutor.

7. Mapping of assessment tasks to learning outcomes (see annex 1)					
Assessment tasks	Intended learning outcomes				
	A2	A3	B2	C5	D3
An essay (2,000–2,500 words or equivalent)	X	X	X	X	X
A reflective journal/ blog	X	X	X		X

8. Key reading list				
Author	Year	Title	Publisher	Location
Baldwin, J. and Roberts, L.	2006	Visual Communication: From Theory to Practice	AVA	Switzerland
Chambers, E. Northedge, A.	2008	The arts good study guide (2nd Edition).	Oxford University Press	Oxford
Cottrell, S.	2011	Critical Thinking Skills: developing effective analysis and argument	Palgrave MacMillan	Basingstoke
Hall, S.	2007	This Means This, This Means That: A Users Guide to Semiotics	Laurence King	London
Kidd, E.	2011	The Critical Practice of Film	Palgrave Macmillan	London
Sturken, M. and Cartwright, L.	2009	Practices of Looking	Oxford University Press	Oxford

9. Other indicative sources (e.g. websites)
http://www.creativitypost.com/

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A2: Identify and demonstrate an understanding of key theories and discourses that affect the practice, production and consumption of contemporary media. A3: Evidence an understanding of the relationship between theory and practice and interpret, analyse and evaluate critical approaches to creative practice.	**Lectures and seminars:** to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities **Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module

B. Cognitive skills	Learning and teaching strategy
At the end of the module, learners will be expected to: B2: Apply appropriate theoretical approaches to the study and interpretation of contemporary media practices, building awareness of the ethical, social and cultural consequences of contemporary media practice.	**Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module **Tutorials:** to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals.

C. Practical and professional skills	Learning and teaching strategy
At the end of the module, learners will be expected to: C5: Competently utilise a range of appropriate research methods and academic conventions.	**Critiques:** to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts, and how this ability supports the evaluative process

D. Key transferable skills	Learning and teaching strategy
At the end of the module, learners will be expected to: D3: Demonstrate communication skills, which evidence knowledge and understanding of critical debates around contemporary media practice.	**Critiques:** to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts, and how this ability supports the evaluative process **Collaboration & Peer interaction:** to develop core communication and interpersonal skills

Definitive Module Record

1. Factual Information

Module Code & Title	BACM301 Research and Experimentation	Level	6
Module Leader		**Credit Value**	40
Module Type	Theory and Practice	**Notional learning hours**	400

2. Rationale for the module and its links with other modules

This module will stipulate the overarching direction and outline research methodologies that will provide a platform from which the student's Creative and Professional Conclusion module may develop.

The module offers a period of reflection on past creative outcomes and the success of their commercial application. The questioning of theories and experimentation in practical processes will allow students to plan their final project and negotiate a course towards its conclusion considering future career or learning aspirations.

Negotiated proposals for outcomes must evidence indicative inclusion of contextual studies subject matter and creative intent for the final year must be clearly definable at the end of this module.

3. Aims of the module

- To evaluate acquired knowledge and technical abilities and apply in-depth levels of critical judgment to learning experiences and outcomes.
- To select and experiment independently with pertinent processes and techniques to allow synthesis between theory and practice.
- To express research methodology and artistic intent in a considered and professional manner utilising relevant media and communication channels.
- To reconcile personal practice and specialisations in relation to future career aspirations and the commercial applications of creative outcomes.
- To question, embed and utilise contextual study content within negotiated proposals for final year modules.

4. Indicative content

- Through negotiations with tutors, students will develop proposals that will include details of intended research methodologies and creative outcomes.
- Individual and group tutorials will guide learners through a cohesive and intensive programme of extended, personally directed research and a phase of continual evaluation of past and present practice.
- Creative visual and written experimentation will be encouraged in studio-based sessions. Learners will be supported across facilities with specialist knowledge and equipment, but will initiate processes and techniques that inform their specialist practice independently.
- Critiques, conducted in peer groups and on an individual basis, will evaluate strengths and limitations of individual approaches and their relationship with contextual content. Critical discussion will encourage engagement with alternative texts, theories, exhibitions and visual stimuli.

5. External/Industry links

- Students will select and research potential clients and collaborators
- Visiting Lecturers/Practitioners/Industry experts - will continue to inform students of currents trends, innovations and professional expectations in the contemporary media industry.

6. Assessment strategy, assessment methods and relative weightings

Formative assessment based on short discreet writing tasks, in seminar feedback, studio critiques and individual progress tutorials.

Summative assessment 100% by coursework:

Portfolio of all related practical work, including research and development, experimentation and sketchbooks/research & reflective blogs and the resolved outcomes of all work undertaken during the module.

Proposal (1,000 words or equivalent) including statement of intent and creative positioning that demonstrates the application of analysis and research appropriate to Level 6 outcomes

Presentation of work produced to peer group and tutors

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes			
	A3	B4	C3	D6
Proposal & Statement of Intent	X			
Portfolio of research, development & outcomes		X	X	X
Presentation	X			X

8. Key reading list

Author	Year	Title	Publisher	Location
Adams Sitney, P.	(2012)	Film Culture Reader.	Cooper Square Press	New York
Bruzzi, S.	(2006)	New documentary.	Routledge	Abingdon
Dancyger, K. & Rush, J.	(2013)	Alternative Scriptwriting.	Focal Press	Oxford
Figgis, M.	(2007)	Digital Film Making	Faber and Faber	London
Grove, E.	(2013)	Raindance Producers' Lab Lo-To-No Budget Filmmaking	Focal Press	Oxford
Gurren, S	(2010)	Documentary Storytelling: Creative Non-Fiction on Screen	Focal Press	Oxford
Hudson, G and Rowlands, S	(2012)	The Broadcast Journalism Handbook	Routledge	London
Jolliffe, G. & Z innes, A.	(2006)	The Documentary Film Makers Handbook: A Guerilla Guide	Continuum International Publishing Group Ltd	London
Kieran, M	(1999)	Media Ethics	Routledge	London
Lovejoy, S and Vesna, V (eds)	(2010)	Context providers: Conditions of meaning in Media Arts	Intellect	Chicago
Rabiger, M.	(2013)	Directing: Film Techniques and Aesthetics	Focal Press	Oxford
Van Sijll, J.	(2005)	Cinematic Storytelling: The 100 Most Powerful Conventions Every Filmmaker Must Know	Michael Weise	Ca

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A3. Demonstrate detailed subject knowledge and a synthesised understanding of the relationship between theory and practice as they interpret, analyse and evaluate critical approaches to creative practice.	**Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module

B. Cognitive skills	Learning and teaching strategy
At the end of the module, learners will be expected to: B4. Take risks and experiment with other speculative processes, making constructive use of results, both successful and unsuccessful, and recognise these as vital to the creative process and ongoing developments in own personal visual language.	**Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module **Tutorials:** to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals. To ensure that students receive appropriate pastoral support and that they are encouraged to take responsibility for their own learning.

C. Practical and professional skills	Learning and teaching strategy
At the end of the module, learners will be expected to: C3. Act autonomously to identify and appraise issues that clearly contribute to or detract from the realisation of ideas, synthesise and evaluate creative results.	**Critiques:** to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts to support the evaluative process. **Collaboration & Peer interaction:** to develop core communication and interpersonal skills

D. Key transferable skills	Learning and teaching strategy
At the end of the module, learners will be expected to: D6. Develop a reflexive contemporary media practice that fosters the on-going acquisition of skills, knowledge and understanding to facilitate personal and professional growth.	. **Tutorials:** to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals. To ensure that students receive appropriate pastoral support and that they are encouraged to take responsibility for their own learning.

Definitive Module Record

1. Factual Information

Module Code & Title	BACM302 Creative and Professional Development	**Level**	6
Module Leader		**Credit Value**	20
Module Type	Theory & Practice	**Notional learning hours**	200

2. Rationale for the module and its links with other modules

This module will enable students to use personal career ambitions to position themselves for progression to employment, self-employment or to post-graduate study. It will provide multiple opportunities for students to assimilate previous industry experiences and research into both contextual subject matter and creative outcomes of the final year modules.

The module will encourage consideration of audiences, end-users and relevant markets. Relationships with appropriate external agencies, individuals and professionals will be explored and interactions with the creative, commercial and cultural environments will be investigated.

Students will further develop and refine the promotional materials and business stationery developed in year 2, to produce an integrated suite of effective marketing materials and a promotional strategy that clearly positions the student as a professional practitioner in their chosen commercial context.

3. Aims of the module

- To support and inform the development of an individually appropriate strategy for progression into employment, self-employment, professional practice or continued education.
- To extend learners understanding and consideration of appropriate audiences, end-users and markets and to raise awareness of industry relevant technologies, techniques and innovations.
- To encourage learners to utilise personal career ambitions to inform studio practice, contextual content and creative outcomes at professional levels.
- To provide opportunities for students to reflect on industry and workplace experiences and to encourage synergy between these and artistic and contextual outcomes.
- To encourage the growth of key employability and entrepreneurial skills and to develop cross media communication to a professional level.

4. Indicative content

- Visiting lecturers will continue to encourage individuals to re-evaluate, question and refine personal proposal and practice.
- Lectures will encourage the cross-referencing of quantitative and qualitative marketing.
- Seminar tasks will promote the application of formative and summative assessment techniques to research and communication activities.
- Case studies will allow students to evaluate innovative promotional strategies and media selection, and analyse their effectiveness in driving consumers to specified locations.
- Tutorials and critiques will provide opportunities for reflection and evaluation of professional strategies and communications along with the evolution of career aspirations.
- Workshops to develop the management of critical paths, budgets, client expectations and collaborative practices.

5. External/Industry links

- Visiting lecturers / practitioners
- Relevant practitioners and industry experts offer required support and advice that is identified through student's presentations and student/tutor negotiations.
- Students can approach external agencies for research, to publish/manufacture outcomes.
- Students will be encouraged to enter international / national competitions.
- Students will engage with all aspects of professional practice throughout level 6 on the programme and within this module will give due consideration to the extent to which they need to plan for employment/freelance practice.

6. Assessment strategy, assessment methods and relative weightings
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework: Research Journal / blog– to include evidence of critical engagement with a range of appropriate theoretical, conceptual and/or contextual source material. There should be written evidence of professional industry engagement and personal reflection and critical awareness when evaluating individual progress in relation to set briefs. Targeted Self-Promotional Material (portfolio based) – to include evidence of the ability to effectively plan, carry out, document, present and evaluate the practical and conceptual development of appropriate solutions to identified problems. Professional presentation to peers and tutors (Relative weightings will be defined in the assignment briefs)

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes				
	A1	B6	C6	D4	D5
Research journal /blog	X	X	X	X	
Portfolio of promotional material					X
Presentation	X		X		

8. Key reading list

Author	Year	Title	Publisher	Location
Adams Sitney, P.	(2012)	Film Culture Reader	Cooper Square Press	New York
Bone, J.	(2004)	Opportunities in Film Careers	VGM	Maidenhead
Davis, G.	(2010)	Copyright law for Artists, Photographers and Designers	A and C Books	London
Dawson, A. (ed)	(2012)	Working in the Global Film and Television Industries: Creativity, Systems, Space, Patronage	Bloomsbury	London
Gregory, G.	(2008)	Careers in Media and Film: The Essential Guide	Sage	London
Grove, E.	(2013)	Raindance Producers' Lab Lo-To-No Budget Filmmaking	Focal Press.	Oxford
Hamlyn, N.	(2003)	Film Art Phenomena	BFI Publishing	London
Jolliffe, G. & Z innes, A.	(2006)	The Documentary Film Makers Handbook: A Guerilla Guide	Continuum International Publishing Group Ltd	London
Langham, J.	(1997).	). Lights, Camera, Action: Working in Film, Television and Video	BFI publishing	London

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A1. Articulate their understanding of own creative identity, values and aspirations within the context of current commercial media practice and the wider creative industries.	**Collaboration & Peer interaction:** to develop core communication and interpersonal skills **Tutorials:** to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals. To ensure that students receive appropriate pastoral support and that they are encouraged to take responsibility for their own learning.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B6. Maintain ongoing academic and professional development through research and reflective practices of critical analysis & self-evaluation, to inform professional aspirations and career/progression opportunities.	**Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C6. Demonstrate a sound understanding of commercial and professional practices within their chosen field and interact with a learning or professional network or community to facilitate the achievement of career aspirations.	**Work-based, vocational learning:** to provide students with an opportunity to acquire specialist knowledge, skills and practical experience
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: D4. Demonstrate ability to operate in a professional capacity, showing awareness and understanding of the personal skills and attributes required of a contemporary media professional including the ability to network, negotiate, collaborate and communicate effectively with peers, tutors, clients and other contacts. D5. Demonstrate and apply entrepreneurial skills in marketing and self-promotion to create opportunities and facilitate the development of a sustainable commercial media practice.	. **Work-based, vocational learning:** to provide students with an opportunity to acquire specialist knowledge, skills and practical experience **Critiques:** to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts, and how this ability supports the evaluative process

Definitive Module Record

1. Factual Information

Module Code & Title	BACM303 Creative and Professional Conclusion	**Level**	6
Module Leader		**Credit Value**	40
Module Type	Theory & Practice	**Notional learning hours**	400

2. Rationale for the module and its links with other modules

This module represents the culmination of the knowledge, skills and understanding acquired throughout the entirety of the student's study on the programme through the engagement in a project that is the result of a self-initiated or self-selected brief.

Building on the professional networks and industry contacts established in BACM302, students will be encouraged, where possible, to develop this body of work as a live project, working in conjunction with a client to produce a publishable outcome.

3. Aims of the module

- To enable the student to present a body of work that confirms their personal position as a contemporary media practitioner at the conclusion of a BA programme.
- To enable the student to identify and demonstrate their depth of understanding of their chosen specialism.
- To enable the student to prepare and develop propositional information that will establish their progression and standing professionally outside the College environment.
- To enable the student to recognise and promote their transferable skills.

4. Indicative content

Students will complete the production of their project, demonstrating appropriate professional standards and providing a critical self-assessment and suitable promotional material. Students will be supported throughout by regular group and individual tutorials, as well as practical workshops, visiting artists/lecturers programme, and regular progress presentations.

5. External/Industry links

- Visiting lecturers / practitioners
- Visits
- Students will continue to work with external agencies and/or other students.
- Students will receive feedback from and be supported by relevant practitioners from industry in the realisation of their outputs.

6. Assessment strategy, assessment methods and relative weightings

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework: (Relative weightings will be defined in assignment briefs)

A written statement including creative intent and an evaluation.

Portfolio consisting of resolved and appropriately presented work, research work/files and other supporting materials.

Final presentation to peer group, tutors and visiting industry specialists.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

	Intended learning outcomes				
	A3	**B5**	**C2**	**C4**	**D6**
Statement of Intent	X				
Portfolio of work		X	X	X	X
Final presentation	X				X

8. Key reading list				
Author	**Year**	**Title**	**Publisher**	**Location**
Adams Sitney, P.	(2012)	Film Culture Reader	Cooper Square Press	New York
Bruzzi, S.	(2006)	New documentary	Routledge	Abingdon
Dancyger, K. & Rush, J.	(2013)	Alternative Scriptwriting	Focal Press	Oxford
Figgis, M.	(2007)	Digital Film Making	Faber and Faber	London
Grove, E.	(2013)	Raindance Producers' Lab Lo-To-No Budget Filmmaking	Focal Press	Oxford
Gurren, S	(2010)	Documentary Storytelling: Creative Non-Fiction on Screen	Focal Press	Oxford
Hudson, G and Rowlands, S	(2012)	The Broadcast Journalism Handbook	Routledge	London
Jolliffe, G. & Z innes, A.	(2006)	The Documentary Film Makers Handbook: A Guerilla Guide	Continuum International Publishing Group Ltd	London
Kieran, M	(1999)	Media Ethics	Routledge	London
Lovejoy, S and Vesna, V (eds)	(2010)	Context providers: Conditions of meaning in Media Arts	Chicago	Intellect
Rabiger, M.	(2013)	Directing: Film Techniques and Aesthetics	Oxford	Focal Press
Van Sijll, J.	(2005)	Cinematic Storytelling: The 100 Most Powerful Conventions Every Filmmaker Must Know	CA	Michael Weise

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A3. Demonstrate detailed subject knowledge and a synthesised understanding of the relationship between theory and practice as they interpret, analyse and evaluate critical approaches to creative practice.	**Critiques:** to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts, and how this ability supports the evaluative process **Collaboration & Peer interaction:** to develop core communication and interpersonal skills
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B5. Apply effective critical and creative thinking skills to resolve complex problems posed by contemporary media requirements, both in the context of college assignments and in response to client briefs.	**Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C2. Confidently demonstrate a range of technical and practical skills, utilising appropriate equipment, techniques and working methods in an effective manner, in accordance with good professional practice. C4. Identify, define and produce a body of work that confirms their position as a contemporary media practitioner able to work in a range of creative commercial contexts, thus supporting future working practice in the competitive creative industries.	**Critiques:** to develop students' confidence in discussing their own and others work, establishing critical frameworks that enable them to locate their work in professional and theoretical contexts, and how this ability supports the evaluative process
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: D6. Develop a reflexive contemporary media practice that fosters the on-going acquisition of skills, knowledge and understanding to facilitate personal and professional growth.	**Tutorials:** to reinforce individual understanding and ensure that knowledge acquired is contextualised towards the student's individual learning goals. To ensure that students receive appropriate pastoral support and that they are encouraged to take responsibility for their own learning.

Definitive Module Record

1. Factual Information			
Module Code & Title	BACM304 Contexts of Practice 3	**Level**	6
Module Leader		**Credit Value**	20
Module Type	Theory	**Notional learning hours**	200

2. Rationale for the module and its links with other modules
This module provides students with two pathways. Each pathway supports the development of independent critical thinking and requires them to consider and contextualise their practice by situating it within a wider set of discourses and contexts. **Pathway One - Written Research Project (WRP)** is an opportunity to conduct a substantive piece of independent research, which is focused on an area related to creative practice. **Pathway Two - Contextual Enquiry Project (CEP) i**s a practice-led research project with critical commentary, in which students conduct an in-depth inquiry intended to inform and reposition their creative practice.

3. Aims of the module
- To position students' own practice and/or relevant topic within an appropriate critical -and contextual framework – historical, contemporary and theoretical.   - To develop conceptual and critical thinking in relation to practice and to exercise critical judgement.   - To develop skills in primary research, critical analysis and evaluation and to synthesise information.   - To communicate and articulate ideas in an appropriate format.   - To develop awareness of students' own work and subject specialism in relation to other areas of art and design practice.

4. Indicative content
The module begins with the submission of an initial project proposal at the end of the summer term in level 5 indicating the research theme / pathway. At the start of the term in level 6, students will consolidate this proposal, after discussing it with their contextual research supervisor. Group seminars and discussions will address emerging research themes, reinforce research methodologies and develop a timeline for completion. The delivery of the module is largely by individual project supervision and self-directed study, with students undertaking a consistent and rigorous independent research project with the support and guidance of their project supervisor, who will work with the student to guide and focus the research process.

5. External/Industry links
Visits Site-based / industry / practice-based research Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings
Students will engage in a self-directed project that links to their area of creative practice and research interests. The two pathways allow students to shape their research in a way that is appropriate to their creative and professional goals. Students will conduct a rigorous critical inquiry that consults and applies appropriate art, design and media related cultural/critical theory, all of which should be fully and correctly referenced following academic conventions (Harvard style) and with a list of illustrations appropriate to the study. There are two options:

Pathway one: Written Research Project (WRP)
1 - A formal illustrated academic body of writing, 5,000 to 6,000 words in length, supported by a reflective journal or blog. Students are required to demonstrate evidence of appropriate research and understanding and the ability to apply appropriate critical analysis. Students should evidence ability to present a coherent argument that addresses key questions, areas of concern, or proposition.

Pathway two: Contextual Enquiry Project (CEP)
2 – A practice-led contextual inquiry research project (artefact/outcome), supported by a research document of 3,000 to 4,000 words (or equivalent), which evidences appropriate critical analysis and theoretical underpinning as well as demonstrating considered application of appropriate production skills, supported by reflective journal or blog.

Your tutor will advise you on the most appropriate pathway and agree on an approach to take, via your proposal.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes					
	A2	A6	B7	B8	C5	D7
Written Research Project (critical writing) 5,000 to 6,000 words or Contextual Enquiry Project (critical writing with artefact) 3,000 to 4,000 words	X	X	X	X	X	X
Reflective journal/ blog	X	X	X	X	X	X

8. Key reading list

Author	Year	Title	Publisher	Location
Amelia, J. (ed)	(2010)	The Feminism and visual culture reader	Routledge	London
Bell, J.	(2014)	Doing Your research Project: a guide for first-time researchers in education and social science	Open University Press	Maidenhead
Brink-Budgen, Roy van den	(2010)	Critical thinking for Students: learn the skills of critical assessment and effective argument	How to Books	Oxford
Chambers, E., Northedge, A.	(2008)	The arts good study guide	Open University Press	Milton Keynes
Cottrell, S.	(2011)	Critical Thinking Skills: developing effective analysis and argument	Palgrave MacMillan	Basingstoke
Crow, D.	(2006)	Left to right : the cultural shift from text to image	Lausanne	Worthing
Deleuze, G.	(2005)	Cinema 1: the movement – image	Continuum	London
Guins, R., Cruz, O.Z.	(2005)	Popular Culture: A Reader	Sage Publications	London
Levin, P.	(2011)	Excellent Dissertations	Open University Press	Buckingham
Mirzoeff, N.	(2011)	The Right to Look: A Counterhistory of Visuality	Routledge	London
Sanders-Bustle, L.	(2002)	Image, Inquiry and Transformative practice: engaging learners in creative & critical inquiry through visual representation	P.Lang	New York
Smith, P.	(2010)	How To Write An Assignment: Proven techniques for producing essays, reports and dissertations that succeed	How to Books	Oxford:
Sturken, M. & Cartwright, L.	(2009)	Practices of Looking: An Introduction to Visual Culture.	Oxford University Press	Oxford

Please note: Students will identify reading and resources as an integral and essential part of the assignment for this module, therefore providing additional texts will that relate to specific individual focus and subject of the research project.

9. Other indicative sources (e.g. websites)

Journals
The library holds a number of journals and has access to online journals and useful research sites. Guidance on how to access some of these materials via Athens etc. will be given by the library staff and project supervisor as appropriate.

Online sources include:

Some recommended journals include:

Afterall
Adbusters
Aesthetica
Cabinet
Eye
Novum
Varoom
View

Online sources include:

JSTOR

Journal of Aesthetics and Art Criticism

The Year's Work in Critical and Cultural Theory

The University of Chicago: Keywords Glossary: http://csmt.uchicago.edu/glossary2004/navigation.htm

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A2. Demonstrate an understanding of the overarching theories and practices that underpin your area of creative practice. A6. Demonstrate the ability to critically review, interpret, analyse, evaluate and synthesise ideas and concepts from a range of appropriate contextual sources.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area **Lectures and seminars:** to introduce the concepts and research methodologies involved **Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module **Blended Learning:** to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.

B. Cognitive skills	Learning and teaching strategy
At the end of the module, learners will be expected to: B7. Develop independent, informed viewpoints, insights and judgments about the topic through research, experience and critical evaluation. B8. Interpret, analyse and evaluate critical, theoretical approaches to creative practice in order to stimulate creative and academic development.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area **Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module **Blended Learning:** to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.

C. Practical and professional skills	Learning and teaching strategy
At the end of the module, learners will be expected to: C5. Research, evaluate and contextualise own area of practice informed by key ideas and theories, applying appropriate academic conventions and utilising a range of appropriate research methods .	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area **Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module **Blended Learning:** to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.

D. Key transferable skills	Learning and teaching strategy
At the end of the module, learners will be expected to: D7. Conduct a rigorous, independent research project that demonstrates written, verbal and visual communication skills through the clear, focused presentation and articulation of ideas and concepts.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area **Lectures and seminars:** to introduce the concepts and research methodologies involved **Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module **Blended Learning:** to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.