

**Programme specification:  
BA (Hons) Digital Media Production**

1. Overview/factual information

<b>Teaching Institution</b>	Plymouth College of Art
<b>Awarding Institution</b>	Plymouth College of Art
<b>Date of latest validation</b>	March 2015
<b>Next revalidation</b>	
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	W643
<b>Programme start date</b>	September 2015
<b>Underpinning QAA subject benchmark(s)</b>	Communication, Media, Film and Cultural Studies; Art & Design
<b>Professional/statutory recognition</b>	
<b>Duration of the programme for each mode of study</b>	3 years full-time, 6 years part-time
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	August 2018
<b>External Examiner</b>	Robert Charters Associate Dean (Quality Assurance) Faculty of Art and Design University of Wales Trinity St David

## 2. Programme aims and objectives

### 2.1 Educational aims and objectives

#### Programme aims:

1. To provide a distinctive and contemporary programme of study, that provides a learning environment where students with differing profiles and aspirations can realise their creative, academic and professional potential.
2. To produce graduates equipped with a range of technical, intellectual, creative and professional skills appropriate for the requirements of the contemporary media sector, which allow them to shape their futures and make a significant and positive impact in the creative industries.
3. To provide opportunities for professional engagement and vocational work-based learning through effective industry liaison and collaborative partnerships, providing students with specialist knowledge and skills, and opportunities to pursue their career ambitions in a range of commercial contexts.
4. To enable students to acquire a broad range of entrepreneurial abilities in marketing, self-promotion and business development that enable them to develop financially sustainable practices and the ability to thrive in competitive markets.
5. To enable students to acquire core skills, attitudes and behaviours that enable them to confidently apply their learning in different situations, both within the field of contemporary media practice and professional production within wider creative, professional and collaborative contexts.
6. To develop students' key transferable skills, identifying personal strengths and needs through self-reflection and self-management, recognising and developing these skills to improve prospects of employability and successful commercial enterprise.
7. To provide an academically rigorous programme of study that develops student understanding of their practice, enabling them to locate and articulate their contemporary media practice within theoretical discourse and contemporary industry contexts.
8. To underpin an understanding of the industry through knowledge of historical, social, ethical and cultural contexts, developing students' academic and research skills to help them prepare for professional practice and/or progression to postgraduate study.

#### Programme objectives:

*On successful completion of this programme, a student will be able to:*

1. Demonstrate a range of technical, intellectual, creative and professional skills appropriate for the requirements of the contemporary media sector.
2. Generate ideas, concepts, and creative solutions to client briefs using the production language, techniques and processes of contemporary media.
3. Apply appropriate subject knowledge, tools, and working methods with a high level of confidence, creativity and technical skill.
4. Operate professionally in a range of contemporary media contexts, maintaining high standards in professional practice and ethical conduct.
5. Demonstrate a broad range of personal, professional and transferrable skills that will maximise potential for employment and/or successful commercial enterprise in the creative industries.
6. Demonstrate a highly developed understanding of aspects of contemporary image-making, technical innovation and/or research, through their own practice and/or academic research.

## 2.2 Relationship to other programmes and awards

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

- Extended Degree Level 0 (successful completion allows guaranteed progression to linked Degree programme)

### 3. Programme outcomes

Intended learning outcomes are listed below.

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods – across all levels</b>
<p>Students will be able to:</p> <p>A1. Articulate their understanding of own creative identity, values and aspirations within the context of current contemporary media practice the wider creative industries.</p> <p>A2. Demonstrate verbally, visually and in written forms a developed knowledge and critical understanding of the overarching theories and debates that underpin your area of creative practice.</p> <p>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.</p> <p>A4. Confidently demonstrate breadth &amp; depth of understanding of the experience and practical application of techniques and skills within a broad range of contemporary media contexts.</p> <p>A5. Evidence understanding of professional standards and codes of conduct relating to moral rights and ethical responsibilities within the creative industries.</p> <p>A6. Demonstrate the ability to critically review, interpret, analyse, evaluate and synthesise ideas and concepts from a range of appropriate contextual sources.</p>	<p><b>Learning and Teaching Strategy/Method</b></p> <p><b>Lectures and seminars:</b> to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities</p> <p><b>Workshops and Demonstrations:</b> To induct students into the use of specialist equipment resources and to introduce technical and practical skills required in photographic production</p> <p><b>Critiques:</b> 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.</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Work-based, vocational learning:</b> to provide students with an opportunity to acquire specialist knowledge, skills and practical experience</p> <p><b>Tutorials:</b> 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.</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> 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.</p> <p>Modules are delivered through a series of subject specific tutor-set and negotiated assignment briefs designed to develop the appropriate skills and knowledge as set out in the module descriptors.</p>

	<p>The students' practical knowledge base is extended and underpinned through Contextual Studies assignments and seminars.</p> <p>Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings.</p> <p><b>Assessment methods</b></p> <p>Assessment relates directly to the intended learning outcomes and these will be stated in the Assignment Briefing documents and will be supported by guidance notes and related additional information, i.e. Research sources; handouts; intranet pages, etc.</p> <p>Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.</p> <p>Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignments. Relevant personal development plan qualities are identified in the module descriptors and assignment briefs.</p>
--	--

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods – across all levels</b>
<p>Students will be able to:</p> <p>B1. Initiate independent research and exploration through gathering of information and experiences, and utilise both to help inform independent judgements and decision-making.</p> <p>B2. Apply appropriate theoretical approaches to the study and interpretation of media practices, and demonstrate an understanding the ethical, social and cultural responsibilities of contemporary media in both historical and contemporary contexts.</p> <p>B3. Engage in both formal and informal approaches to critically evaluating own and others work and demonstrate ability to respond positively and professionally to informed criticism.</p> <p>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.</p> <p>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.</p> <p>B6. Maintain on-going academic and professional development through research and reflective practices of critical analysis &amp; self-evaluation, to inform professional aspirations and career/progression opportunities.</p> <p>B7. Develop independent, informed viewpoints, insights and judgments about the topic through research, experience and critical evaluation.</p>	<p><b>Learning and Teaching Strategy/Method</b></p> <p><b>Lectures and seminars:</b> to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities</p> <p><b>Workshops and Demonstrations:</b> To induct students into the use of specialist equipment resources and to introduce technical and practical skills required in photographic production</p> <p><b>Critiques:</b> 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</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Work-based, vocational learning:</b> to provide students with an opportunity to acquire specialist knowledge, skills and practical experience</p> <p><b>Tutorials:</b> 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.</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> 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.</p> <p>Students are encouraged to create their own visual identity and vocabulary based on an understanding of their specialist area of media practice, both past and present, within the context of a professional environment. The programme recognises that student's contemporary expression is not governed</p>

### 3B. Cognitive skills

B8. Interpret, analyse and evaluate critical, theoretical approaches to creative practice in order to stimulate creative and academic development.

by traditional views and will allow the student to develop their individual creative and professional identity with confidence.

Modules are delivered through a series of subject specific tutor-set and negotiated assignment briefs which are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors.

Group discussions both specialist and cross disciplinary, research seminars and crit sessions as well as individual tutorial support will be provided to encourage the development of a critical approach to contemporary media practice, in both a practical and vocational manner

Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings.

#### **Assessment**

Assessment relates directly to the intended learning outcomes and these will be stated in the subject specific assignment briefing documents and will be supported by guidance notes and related additional information, i.e. research sources; handouts; web addresses, etc.

Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.

Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignment and assessments. Relevant Personal Development Plan qualities are identified in the module descriptors and assignment briefs.

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods – across all levels</b>
<p>Students will be able to:</p> <p>C1. Devise appropriate and creative practical solutions in response to the problems posed by both self-initiated and client briefs, and present the work to the professional standards required.</p> <p>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.</p> <p>C3. Act autonomously to identify and appraise issues that clearly contribute to or detract from the realisation of ideas, synthesise and evaluate creative results.</p> <p>C4. Identify, define and produce a cohesive body of work that confirms their position as a media practitioner able to work in a range of creative contexts, thus supporting future working practice in the creative industries.</p> <p>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</p> <p>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.</p>	<p><b>Learning and Teaching Strategy/Method</b></p> <p><b>Lectures and seminars:</b> to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities</p> <p><b>Workshops and Demonstrations:</b> To induct students into the use of specialist equipment resources and to introduce technical and practical skills required in photographic production</p> <p><b>Critiques:</b> 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</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Work-based, vocational learning:</b> to provide students with an opportunity to acquire specialist knowledge, skills and practical experience</p> <p><b>Tutorials:</b> 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.</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> 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.</p> <p>Modules are delivered through a series of subject specific tutor-set and negotiated assignments that are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors.</p>

### 3C. Practical and professional skills

Practical workshop activities and inductions into specialist resources and production facilities are utilised to further develop the subject specific production skills. These skills are underpinned and strengthened by research into cultural and contextual applications.

Visiting lecturers and educational study visits to conferences, exhibitions and practitioners, are used to encourage an awareness of industry practices and activities and primary sources for research.

Contextual awareness and vocational, legal, professional and business aspects of the related industries are integrated into the final module in preparation for personal promotion.

Group discussions, cross-disciplinary seminars, crit sessions and individual tutorial support will be provided to encourage the development of a critical approach.

#### **Assessment**

Assessment relates directly to the intended learning outcomes and these will be stated in the Assignment Briefing documents and will be supported by guidance notes and related additional information, i.e. research sources; handouts; web addresses, etc.

Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods – across all levels</b>
<p>Students will be able to:</p> <p>D1. Use a range of appropriate communication methods to present themselves as professional practitioners to relevant audiences.</p> <p>D2. Demonstrate autonomous practice through the ability to work on self-initiated tasks and projects, exhibiting the appropriate levels of time-management, self-organisation and independence.</p> <p>D3. Demonstrate confident communication skills, which evidence knowledge and understanding of critical, cultural, contextual and professional discourse, within a contemporary media context.</p> <p>D4. Demonstrate ability to operate in a professional capacity, showing awareness and understanding of the personal skills and attributes required of a media professional including the ability to network, negotiate, collaborate and communicate effectively with peers, tutors, clients and other contacts.</p> <p>D5. Demonstrate and apply entrepreneurial skills in marketing and self promotion to create opportunities and facilitate the development of a sustainable contemporary media practice.</p> <p>D6. Develop a reflexive media practice that fosters the on-going acquisition of skills, knowledge and understanding to facilitate personal and professional growth.</p> <p>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.</p>	<p><b>Learning and Teaching Strategy/Method</b></p> <p><b>Lectures and seminars:</b> to introduce the concepts, practices and research methodologies involved. To expose students to professional contexts and career possibilities</p> <p><b>Workshops and Demonstrations:</b> To induct students into the use of specialist equipment resources and to introduce technical and practical skills required in photographic production</p> <p><b>Critiques:</b> 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</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Work-based, vocational learning:</b> to provide students with an opportunity to acquire specialist knowledge, skills and practical experience</p> <p><b>Tutorials:</b> 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.</p> <p><b>Independent study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Blended Learning:</b> 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.</p> <p>Analysis of problems and potential solutions is key to the programme philosophy and modular activities. An analytical approach to both photographic and academic work will be encouraged and supported through the teaching programme and group discussions, crit sessions</p>

### 3D. Key/transferable skills

and individual tutorials.

Activities within the programme are a mix of individual and group work. These activities will encourage the development of a professional approach to time management, planning and an appreciation of the needs and responsibilities of others in a range of environments.

Contextual awareness and vocational, legal and business aspects of the related industries are integrated within the teaching programme and assignment activities. Communication and the ability to present an argument or concept is encouraged and supported through the academic rigour of a dissertation, media report or equivalent output.

#### **Assessment**

'Transferable Skills' are important elements in the development and progression of practitioners and the individual. These broader skills are integrated throughout module activities.

#### 4. Indicative Programme Structure – Full-time

<b>Full-Time</b>	<b>Year 1/level 4</b>	
	<b>Semester 1</b>	<b>Semester 2</b>
	BCOP100 - 20 Credits	
	BACM104 - 20 Credits	
	BACM101 - 20 Credits	BACM103 - 20 Credits
	BACM102 - 20 Credits	BAIS300 - 20 Credits
	<b>Year 2/level 5</b>	
	<b>Semester 3</b>	<b>Semester 4</b>
	GCOP200 - 20 Credits	
	BACM203 - 20 Credits	
	BACM201 - 40 Credits	BACM202 - 40 Credits
	<b>Year 3/level 6</b>	
	<b>Semester 5</b>	<b>Semester 6</b>
	BACM301 - 40 Credits	BACM303 - 40 Credits
	BACM304 - 20 Credits	BACM302 - 20 Credits

Level 4 Exit Award – Certificate of Higher Education (120 credits)

Level 5 Exit Award – Diploma of Higher Education (240 credits)

Level 6 Exit Award – BA (Hons) (360 credits)

#### 4. Indicative Programme Structure – Part-time

Students will follow a six-year programme of study with daytime attendance and some twilight teaching. Students would commit to approximately one core-teaching day per week with identified tutorial/seminar hours in twilight, as well as an additional commitment to Interdisciplinary Studies attendance depending on College arrangements. The flow of learning is designed to parallel the full-time mode at key points of assessment or delivery as far as is practicable, particularly around dissertation teaching, exhibition and assessment. At each Level there has been due consideration of student experience, credit hours and deliverability. There are no optional modules in the programme.

Part-Time	<b>Year 1/level 4</b>	
	<b>Semester 1</b>	<b>Semester 2</b>
	BCOP100 - 20 Credits	
	BACM101 - 20 Credits	BAIS300 - 20 Credits
	<b>Year 2/level 4</b>	
	<b>Semester 3</b>	<b>Semester 4</b>
	BACM104 - 20 Credits	
	BACM102 - 20 Credits	BACM103 - 20 Credits
	<b>Year 3/level 5</b>	
	<b>Semester 5</b>	<b>Semester 6</b>
	BACM203 - 20 Credits	
	BACM201 - 40 Credits	
	<b>Year 4/level 5</b>	
	<b>Semester 7</b>	<b>Semester 8</b>
	GCOP200 - 20 Credits	
		BACM202 - 40 Credits
	<b>Year 5/level 6</b>	
	<b>Semester 9</b>	<b>Semester 10</b>
	BACM301 - 40 Credits	BACM302 - 20 Credits
	<b>Year 6/level 6</b>	
	<b>Semester 11</b>	<b>Semester 12</b>
	BACM304 - 20 Credits	BACM303 - 40 Credits

Level 4 Exit Award – Certificate of Higher Education (120 credits)

Level 5 Exit Award – Diploma of Higher Education (240 credits)

Level 6 Exit Award – BA (Hons) (360 credits)

## Annex 1

### Indicative Programme Content

#### Level 4

The primary emphasis at Level 4 is the establishment of a broad range of practical and personal skills, ensuring that students with different prior, educational and/or life experiences all have the necessary foundation to succeed in undergraduate study.

The practical modules are designed to equip students with a range of media production skills, including camera, lighting, sound and post production. Students will be guided towards developing safe and professional working practices and be expected to adhere to professional standards and codes of ethical conduct.

Running concurrently through semester one are *BACM101 Research and Production Planning* and *BACM102 Post Production*. Both of these modules introduce students to a wide range of practical media production skills and techniques, with particular emphasis on developing competence in the use of industry standard cameras, lighting and sound recording equipment both in the studio and on location, as well as professional post production software technologies. Students will respond to a number of tasks that will develop their practical knowledge and help them to form a solid technical foundation that can be applied to many areas of contemporary media practice.

In *BACM101 Research and Production Planning*, 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. Making use of 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.

In *BACM102 Post Production*, 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 the 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.

In semester 2, *BACM103 Media Production* will require to students to use their technical and logistical skills to manage a substantial production, including exploring the logistics of translating a film 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 production. 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.

*BACM104 Professional Practice & PDP 1* will run for the whole of level 4 raising the students' awareness of career paths within the contemporary media industries. Through this process students will be asked to identify their own personal development needs feeding into their PDP, planning for their future careers. Core content will also include professional standards, copyright, legal and ethical responsibilities. This module is realised through lectures, research tasks, individual, reflective activities and team assignments/ critiques.

*BCOP100 Contexts of Practice 1* introduces key theories of media practice through seminars, lectures and a range of activities exploring research and communication / articulation of ideas. It will provide a range of critical approaches supporting the investigation, interpretation and analysis of contemporary media and students will engage with a wide variety of contemporary practitioners.

*BAIS300 Interdisciplinary Studies* provides an opportunity to expand and develop skills and knowledge in fields beyond the immediate Programme environment. Subject areas are nonetheless relevant to personal career aspirations and typical subjects of particular relevance to contemporary media students will include: photography, creative writing, web design, marketing and self-promotion, and European languages

## **Level 5**

Level 5 builds on abilities and knowledge gained by students at Level 4, and allows them to explore more advanced concepts and develop additional specialist skills. In particular, as students progress into Semester 2, they will focus increasingly on externally commissioned projects, directing their increasingly independent study towards their chosen career aspirations. This move towards to self-directed and negotiated study will take place in practical, contextual and professional modules.

*BACM201 Media Practice 1* 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, which 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.

*BACM202 Media Practice 2* immerses students into a professional production context, consolidating their existing technical and conceptual 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.

*BACM203 Professional Practice & PDP 2* extends skills acquired during Level 4 allowing individuals to further explore commercial practice along with employment and entrepreneurial opportunities. This module will run across level 5 and will inform an understanding of the level of professionalism, creativity and adaptability required to negotiate a career in the contemporary media industries. Within this module students will be required to undertake some form of work placement / internship and/or externally commissioned projects appropriate to their aspirations. This experience will further guide the development of the students' PDP. Alongside this practical experience, there will be a particular emphasis on marketing and self-promotion, including the use of social media marketing and new technologies to equip students with the knowledge and skills to sustain a commercial practice.

*GCOP200 Contexts of Practice 2* extends themed ideas, concepts and critical discourses introduced in *BCOP100*. A series of core lectures and themed seminars deepen understanding of media production and wider critical debates and contexts. Students will continue to develop critical approaches to research and show an understanding of the relationship between theory and practice.

## **Level 6**

Throughout level 6, students will undertake an entirely independent and extremely focused production[s] that refines their skills and engages with the specific commercial context that they have chosen.

*BACM301 Research and Experimentation* provides information and research preparation to provide a platform from which the student's Creative and Professional Conclusion module may develop. It is a period of exploratory creative practice and reflection during which students will negotiate their final project for the Creative and Professional Conclusion module and its relationship to their Contexts of Practices 3 module with staff and peers.

In the *BACM302 Creative Professional Development* module students will synthesise their professional and contextual research, skills and creative intentions with their understanding of professional practice and career ambitions. The module will enable students to position themselves at a professional level for progression to employment, self-employment or post-graduate study. Particular emphasis will be given to the engagement with professional contexts and cultivation of professional relationships that may lead to employment or the commissioning of commercial work. Students will also investigate marketing and promotional material pertinent to their professional practice.

The *BACM303 Creative and Professional Conclusion* 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. Where possible students will be encouraged to develop this final module as an externally commissioned brief, working in conjunction with a client or other professional context, that results in the publication or exhibition of the final body of work.

*BACM304 Contexts of Practices 3* supports the development of research skills and intellectual capabilities and is designed to demonstrate the students' knowledge and depth of understanding of their subject. The module will be comprised of two distinct components (1) A research project with an accompanying written summary, and (2) A media report in the form of written essay. Students will be encouraged to link this module to their *Creative and Professional Conclusion*, using research, theoretical discourse and independent critical thinking, to inform and underpin their practical production

## **Annex 2**

### **Learning and Teaching Strategy**

#### **Introduction**

The Learning and Teaching Strategy developed for Undergraduate (Foundation Degree and BA (Hons)) programmes has been designed to address the need for both professional, practical industry focused skills as well as creative academic development, thus engaging the student in the acquisition of a range of creative, intellectual and industry-related professional and practical skills.

#### **Programme levels:**

The levels of the programmes carry distinct roles within the students' progression and development.

#### **BA (Hons):**

Level Four is a combination of skills acquisition and creative and contextual development with an emphasis on acquiring a well-structured knowledge base.

Level Five consolidates, extends and deepens this knowledge base, increasingly encouraging and supporting students to become more independent and autonomous as learners, and with a greater degree of personal and professional specialisation.

Level Six allows students a period of experimentation and research before developing a final practice-based 'conclusion' supported by a piece of contextual work.

#### **Module delivery:**

Modules are structured around combinations of or single assignments (with both written and practical outcomes), workshops, demonstrations, tutorials, critiques, seminars, lectures, problem solving exercises, and the use of structured questioning in seminar/workshop settings. All these activities can be individual and/or group-based and encourage the development of analytical and critical-reflective skills, as well as practically-based technical skills.

#### **Module assignments:**

Assignments, of varying length, are the main platforms for structured learning in both practice and theory within all modules. They are designed to develop appropriate skills and knowledge as specified in the module descriptors. Assignment supporting documentation will include, as appropriate: guidance notes (including notes on literature searching/web searching); research and information resources (print and web-based, and handouts); and Health & Safety information, etc. This additional information will visually be made available on the college VLE along with a wide range of useful resources, such as software support and contextual readers.

#### **Peer interaction, independent learning and private study-time:**

Students need independent time to develop, deploy, reflect upon and consolidate knowledge structures. Similarly, inter-student interaction to discuss and negotiate ideas and methods is also a compelling way of learning. For these reasons peer interaction, independent learning and private study-time are all considered key components in the Learning strategy and are reflected at all levels of the programme – from the overall structuring of the Programme Levels, through individual modules, to specific assignments which direct and establish outcomes that lend structure to these activities on a daily basis.

### **Statements of intent and reflective learning logs:**

Critical reflection and self-evaluation are essential elements in creative practice and education, enabling the selection of and discrimination between appropriate actions and outcomes. For this reason critical reflection and self-evaluation are incorporated into all assignments and made concrete in two primary ways:

Statements of Intent: these are introduced at key points during the programme, although their usage is more pronounced in Level 5 and Level 6 Assignment work that is geared more to negotiated proposals supporting a greater independent mode of learning and personal and professional specialisation.

Reflective Learning Logs: A form of reflective account/ PDP/ diary/ journal/ production log/blog that is used to record process, technique and skills acquisition alongside a self-reflective critical analysis of future intentions and personal development requirements and objectives for planning students own learning.

### **Assessment strategy**

Assessment is entirely by course work and relates directly to the intended learning outcomes as stated in the definitive module records and assignments. It is our intention that assessment should not merely be the submission of finished work for grading but an active learning opportunity.

### **Formative tutor assessment:**

Extensive use is made of formative assessment and feedback to direct student progress and evaluate knowledge and understanding throughout the programme. All the activities identified under 'Module Delivery' in the Teaching and Learning Strategy (see above) constitute formats for providing formative feedback, as do the Statements of Intent and Reflective Learning Logs (see below).

### **Formative peer assessment**

Peer assessment requires the student to place himself or herself in the role of the assessor and make judgements, based on the assessment criteria, about the strength and validity of their own and others' work. It not only helps the student to develop more than just a surface understanding of others' work and develops critical and evaluative skills, it also helps to foster a supportively critical learning environment.

Peer assessment usually takes place in group critiques, through structured discussion and through the students completing assessment feedback sheets. Written feedback is collected by the tutor and useful comments are collated by the tutor for feedback to the student in tutorials. Summative assessment decisions and grades will be made entirely by the tutor assessors.

### **Formative external/employer assessment**

During and at the conclusion of professional practice, work based and work related learning, formative feedback will be sought and should be submitted alongside the other work required to inform the summative assessment. Where possible in work related learning, externals will be asked to be part of the summative assessment process. However, summative assessment decisions and grades will be made entirely by the tutor assessors

### **Summative assessment**

Summative assessment generally takes place upon completion of a module assignment and includes the assessing and grading of the outcomes. These outcomes will include: research and preparatory work, production artefacts, group work (where this forms an important and necessary part of the assignment), structured verbal discourses, essays and reports. For practical assignments the usual model will be presentation to at least two tutors and in a group critique situation.

**The academic & industry skills agenda:**

Clear notes on assessment protocol, supported by pre-assessment verbal briefings, will be provided for external industry practitioners and potential employers where they are involved in the assessment of assignments.

**Module assignments:**

Information relating to the requirements for presentation of completed assignment work and its assessment will be specified within each assignment. It will include a description of the assessment protocol for group work where such work forms an important and necessary part of the assignment.

**Group work (supporting peer interaction):**

Where group work forms an important and necessary part of an assignment, the assignment brief will articulate how the performance of the group will be assessed.

**Statements of intent and reflective learning logs:**

Statements of intent include staff feedback elements that contribute to formative assessment. They are not, however, summatively assessed. Reflective learning logs may sometimes be specified by assignments as required supporting material to be submitted for assessment.

**Feedback****Formative feedback:**

Formative feedback from tutors and peers takes place across the programme and is intended to help students maximise their strengths and to provide timely advice to assist them to rectify weaknesses. It is usually conveyed verbally to individuals and groups, but occasionally can be recorded in written form – as in the statements of intent.

**Summative feedback:**

Summative feedback is designed to help students comprehend and appreciate their relative strengths and weaknesses, and to benchmark their progress in order to develop strategies for future learning. The end of programme summative feedback is also expressly designed to assist students to prepare for further study or employment. Summative assessment will always take the form of written feedback detailing assessment decisions cross-referenced with module outcomes. It will be supported through one-to-one tutorial feedback with a member of the assessment team.

### Annex 3 - Curriculum map

Key:

Outcome summatively assessed



Outcome embedded/formatively assessed



This table indicates which study units assumes responsibility for delivering and assessing particular programme learning outcomes.

#### Knowledge and Understanding

Level	A1	A2	A3	A4	A5	A6
<b>4</b>						
BACM101				■		
BACM102				■		
BACM103				■		
BACM104	■			■	■	
BAIS300				■		
BCOP100		■				
<b>5</b>						
BACM201	■			■		
BACM202				■		
BACM203	■			■	■	
GCOP200		■	■			■
<b>6</b>						
BACM301			■	■		
BACM302	■				■	
BACM303			■	■		
BACM304		■	■			■

### Cognitive Skills

Level	B1	B2	B3	B4	B5	B6	B7	B8
<b>4</b>								
BACM101	■							
BACM102	■							
BACM103	■							
BACM104						■		
BAIS300				■				
BCOP100	■	■						
<b>5</b>								
BACM201	■			■				
BACM202			■		■			
BACM203						■		
GCOP200	■	■					■	■
<b>6</b>								
BACM301	■			■				
BACM302						■		
BACM303			■	■	■			
BACM304		■					■	■

### Practical and Professional Skills

Level	C1	C2	C3	C4	C5	C6
<b>4</b>						
BACM101		■				
BACM102		■				
BACM103		■				
BACM104		■				■
BAIS300		■				
BCOP100		■			■	
<b>5</b>						
BACM201		■		■		
BACM202	■	■				
BACM203		■				■
GCOP200		■			■	
<b>6</b>						
BACM301		■	■			
BACM302		■				■
BACM303	■	■		■		■
BACM304		■			■	

**Key/Transferable Skills**

Level	D1	D2	D3	D4	D5	D6	D7
<b>4</b>							
BACM101		■					
BACM102		■					
BACM103		■					
BACM104				■			
BAIS300		■					
BCOP100			■				
<b>5</b>							
BACM201		■				■	
BACM202	■			■			
BACM203	■				■		
GCOP200			■				■
<b>6</b>							
BACM301		■				■	
BACM302	■			■	■		
BACM303		■	■			■	
BACM304			■				■