Course Specification

London South Bank University
EST 1892

A. Course Information	
Final award title(s)	BA(Hons) Media Production
Intermediate exit award title(s)	Cert HE Media Production Dip He Media Production
UCAS Code	P310	**Course Code(s)**	5490
	London South Bank University		
School	☐ ASC ☒ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS		
Division	Creative Technologies		
Course Director	TBC		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify		

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Full time	3	September	June
Full time with placement/ sandwich year			
Part time			
Part time with Placement/ sandwich year			

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes ~~No~~ Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa, but other factors will be taken into account before a CAS number is allocated.
Approval dates:	Course(s) validated / Subject to validation — March 27th 2019
	Course specification last updated and signed off — October 2nd 2020

Professional, Statutory & Regulatory Body accreditation		
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Communication, Media, Film and Cultural Studies Subject Benchmark Statements 2016 Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features	
Distinctive features of course	**Curriculum** The BA (Hons) Media Production course is designed to provide creative, practical and intellectual guidance relevant to the production of all forms of digital content available on the Internet. The course focuses on three main areas: the production of recorded media (VoD), live-streamed content, and the growing demand for interactive and immersive content, such as AR, VR and eSports, for example.
	The Media Production course offers students a broad skillset to prepare them for the rapidly evolving world of content production. Within the course, however, there are opportunities for students to research and experiment in more specialised areas, (either established or emergent), that they are able to identify for themselves. The Media Production course shares some modules with the BA (Hons) Animation course, which is also being validated at the same time.
	The Media Production course also creates opportunities for cross-division collaboration, and acts as a conduit to showcase content in line with other courses in the School, such as courses related to marketing and fashion promotion.
	Given the reliance of the Internet as a means of distribution for content creators, this course will also help to expand the role of LSBU as the European hub of the Global Campus Network Additionally, it will help to accelerate the adoption of AR and VR technology across ACI and LSBU.
	Balance of Theory and Practice Six modules out of a total of 17 modules are theory-based and do not have practice-based outputs. The practice-based work focusses on a mix of individual and team-based practical outputs. The overall intention behind the design of this course is to embed theoretical considerations within all of the practice-based modules.
Course Aims	The BA (Hons) Media Production aims to: 1. To provide a rigorous educational experience in a specialist discipline within the context of the creative industries. 2. To develop and refine students' cognitive, analytical, critical and research skills, and to apply these to both individual and group related activities 3. To equip all students with the technical and professional skills relevant to gain employment in their chosen discipline.

	4. To enable students to manage and direct their own learning in an increasingly autonomous fashion 5. Provide students with a solid understanding of current and emerging production skills and tools. 6. Support the development of a critical understanding of the history and aesthetics of media production within both the analogue and digital realms. 7. Promote collaborative working practices across complementary creative disciplines 8. Encourage a life-long learning approach to enable graduates to remain skilled in the latest technical trends 9. Achieve a level of personal responsibility and professional awareness suitable for entry into the media industry. 10. Appreciate the potential for storytelling to affect and influence an audience

Course Learning Outcomes	a) Students will have knowledge and understanding of:
	Level 4
	    A1- Communicate knowledgeably about your own discipline and how it relates to the broader Creative industries
	    A2- Demonstrate an understanding of the development of the tools, techniques and processes underpinning contemporary practice within your discipline
	    A3- Demonstrate an awareness of different forms of content, their means of distribution and the preferences of their audiences
	Level 5
	    A4- Understand, deconstruct, and identify appropriate solutions to a brief, based on knowledge and experience.
	    A5- Identify audiences and determine appropriate strategies to engage with them effectively
	    A6- Understand the fundamentals of producing and distributing pre-recorded story packages and non-scripted content
	Level 6
	    A7- Predict realistic timelines and resource requirements for the successful execution of a brief, based on previous experience
	    A8- Apply existing knowledge and conventions effectively to produce various forms of experimental and non-traditional forms of work
	
	b) Students will develop their intellectual skills such that they are able to:
	Level 4
	    B1- Ability to interpret a brief and identify and employ relevant research strategies and/or source appropriate reference materials
	    B2- The ability to express ideas coherently using the conventions of academic writing
	    B3- The ability to discuss and defend your own work and the work of others using appropriate language and terminology
	Level 5
	    B4- Conduct appropriate independent research and/or compile relevant reference material to inform your work
	    B5- Appreciate the issues, controversies and responsibilities that go along producing various forms of content for an audience
	    B6- Identify and analyse trends and opportunities in contemporary and emerging cross-platform media production and distribution
	Level 6
	    B7- Investigate and pursue appropriate pathways into employment or further study within the creative media industries

| | | B8- Effectively communicate ideas in a coherent manner, with reference to contemporary academic and/or professional conventions |
| | | B9- Design and develop materials into a cohesive creative outcome for an audience in a systematic manner |

c) Students will acquire and develop practical skills such that they are able to:
   Level 4
   - C1- Demonstrate basic skills in post-production software and techniques
   - C2- Demonstrate basic technical skills in audio-visual production
   - C3- Demonstrate competent use of relevant audio-visual presentation media
   Level 5
   - C4- Use a variety of production equipment and postproduction techniques to produce work in accordance with a brief
   - C5- Demonstrate skills in employing collaborative methodologies, tools and workflows in order to achieve interim milestones or deadlines
   - C6- Propose, pitch and produce a documentary narrative or non-fiction experience 'from script to screen'
   Level 6
   - C7- Demonstrate the ability to deliver work to the highest standard possible, based on the time and resource available to do so
   - C8- Produce a portfolio of relevant work to a standard appropriate for entry-level employment
   - C9- Exhibit constructive teamworking skills in the execution of an interactive media project

d) Students will acquire and develop transferrable skills such that they are able to:
   Level 4
   - D1- Ability to contribute effectively as part of a team
   - D2- A demonstrably professional attitude to working independently, including factors such as time management, punctuality and self-directed study
   - D3- The ability to communicate ideas and concepts effectively through audio-visual means
   Level 5
   - D4- The ability to express ideas clearly using appropriate language and imagery
   - D5- Effectively integrate interim feedback
   - D6- Productively collaborate on large, sustained and complex group projects
   Level 6
   - D7- Employ a high standard of professional conduct across a variety of modes of communication
   - D8- Submit deliverables that clearly satisfy the criteria of a brief as requested, properly organised, and on time
   - D9- Adhere to established professional standards and practices relevant to working within the Creative Industries

C. Teaching and Learning Strategy

Overview of Teaching and Learning Strategy:
The course is full-time with classes typically spread across two to three days per semester. Some modules may be delivered more intensively than others, within this delivery pattern. Each scheduled session will be organised into activities that are appropriate to the relevant task. Independent learning outside of class is essential to cement the skills acquired in class. This will consist of reading and writing, as well as

production tasks in preparation for classes and module assessments. Students are expected, therefore, as part of the teaching and learning strategy, to be pro-active participants in their own personal development, with the support of the academic team.

The course learning outcomes are supported as follows:

Students can develop their knowledge and understanding through:
The development of knowledge and understanding takes place through the combination of activities such as lectures, workshops, individual creative work, group work, case studies, screenings, project tutorials and reflective writing. Interim formative feedback is provided via activities such as the presentation, discussion and critique of work-in-progress,
External engagement with guest speakers and industry practitioners, affiliations with industry organisations and agencies, attendance at industry events, visits to commercial studios, along with access to cultural venues, exhibitions and festivals, add additional context and connectivity to the course itself.

The first year of study establishes a common understanding of the industry and its relationship to the wider Creative Industries. The Animation and Graphics, Editing and Post Production and CGI & VFX modules taken together, embed a thorough understanding of the practical considerations related to content creation. The Connected Audiences and Episodic Series modules provide a broader understanding of audiences and media formats. The Intro to Broadcast Journalism puts context to the production of factual stories and content through the lens of journalism.
Students are encouraged in the second year to deepen their knowledge and understanding of audiences and media trends through the Audiences of the Future module. The Online Media Incubator and the Online Media Production modules provide the foundations for understanding key considerations when producing factual stories. The Cross-Platform Journalism module and the optional Cross-platform Journalism Advanced modules once again allow students to discuss and generate live journalistic content.
In the third year, students explore interactive and immersive forms of entertainment, either live or recorded, in the Real-Time Graphics and Interactive and Immersive Experiences modules.

Students can develop their intellectual skills through:
Intellectual skills are developed through lectures, individual and group tutorials, seminar work and assignments based on subject theory, research and analysis. Academic research skills are tested in either written or oral assignments briefs. The ability to assimilate relevant theoretical frameworks and identify appropriate reference material is an important aspect of practical project briefs, throughout all stages of production. Students are also expected to develop effective strategies for independent and self-directed study for both written and practical coursework.

In the first year of the course students will engage in discussions, debates and written forms of creative and analytical writing in the Connected Audiences and Web Series modules.
In the second year, students will engage and analyse the various forms of documentary and factual content through discussion, debate and case studies. In the Audiences of the Future module students will submit an academic essay focused around analysis and speculation of audience trends in a rapidly evolving online culture. In the Online Media Incubator and Online Media Production modules, and also in the Cross-Platform Journalism modules, students will need to address the considerations and responsibilities certain forms of content may have on their audiences.
In the third year of the course, students will synthesise how they perceive their role within the broader creative industries through the Professional Practice & Portfolio module and through their choice of independent major project in either the Media Production research Project or the Creative Technologies Research Paper.
Relevant technical concepts and workflows will be embedded throughout the practice-based modules.

Students can develop their practical skills through:
Practice modules will provide students with an opportunity to develop relevant craft skills. Practical skills are developed through hands-on workshops, critical feedback, technical exercises, and exposure to professional practice. Practical skills will be taught progressively and incrementally, starting from the first year, whilst introducing increasingly complex teamworking situations and interdisciplinary collaborations throughout the course. Practical briefs are set with scope for independent interpretation and creative exploration, with increasingly greater autonomy to do so at Levels 5 & 6.
Contact with industry will assist students to both understand real-world practice in the workplace and gain experience in this. Visits by media professionals will provide insight for student at all levels of the

programme. Access to industry-standard online tutorials, such as Lynda.com, are provided to supplement practical workshops delivered in class.

In the first year of the course, students will develop their post-production skills in the Animation and Graphics, Editing and Post Production and CGI & VFX modules. They will further develop these skills, as they relate to Journalism via the Intro to Broadcast Journalism module. Students will also develop their audio-visual production and presentation skills during the Web Series module.
In the second year, students will develop both their production and post-production skills in the Online Media Production module. They will further develop their ability to produce news packages and live-stream a broadcast in the Cross-Platform Journalism modules.
In the third year, students will develop specialist skills in interactive content creation in both the Real-Time Graphics and Interactive and Immersive Experiences modules.

Students can develop transferrable skills through:
The course considers the UK's national Graduate Attributes Framework which foregrounds the importance of transferable skills. The course aims to embed the professional practice and employability skills through live and collaborative briefs where possible. To evidence these transferrable skills students will be encouraged to manage increasingly complex digital projects over the three years, working in teams towards a common goal.

Communication skills are developed within a range of contexts, from formal and informal presentations, writing (reflective writing, technical documentation, and academic writing), class discussion and group work. Practice-based modules give students the opportunity to explore professional working practices, including dealing with briefs, and working collaboratively. The course also aims to develop a student's personal and inter-personal skills, in areas such as emotional intelligence and resilience.

All of the first-year modules promote either independent or teamworking skills, as a core transferrable outcome at Level 4. Additionally, the Web Series module, helps student to pitching skills as well as their ability to produce quality audio-visual presentation materials.
In the second year, the ability to work collaboratively as part of a team is emphasised throughout the practice-based modules. The ability to listen to, and interpret interim feedback is also a key aspect of work produced at Level 5.
In the third year, the modules such as Interactive and Immersive Experiences and Real Time Graphics allow students to collaborate in producing different types of content that require more involvement with other related disciplines within the Creative Industries.

Overview of Learning Support:
Three new modules have been included in the course, one for each level of study, to effectively allocate space and time to support students with their practical work through a series of workshops and technical problem-solving sessions. As such, these modules have a zero-credit value, but attendance will be monitored, as with any other scheduled module on the timetable.

Students on the course are supported through personal tutorials at all levels, with constructive feedback on student performance in class and on coursework throughout the programme. Additional tutorials are also available outside of scheduled classes through direct appointments. University staff are on campus 9-5pm throughout the week, with additional access to studio facilities available until 8pm.

Learning support is also available through the University Virtual Learning Environment (VLE) – Moodle. Course content is available in each module page, and provides access to previous lectures, workshop notes, video content as well as reading lists.

The library provides a wide range of text and media, and reading lists are provided through the course module pages on the VLE (Moodle). Books can either be accessed online (where possible) or be reserved ahead of collection through the university website.

D. Assessment

A variety of assessment methods are used to test learning outcomes: production work, essays, production documentation, reports, oral presentations and pitches. Most modules are designed to test learning

outcomes through one summative assessment, in combination with interim formative feedback assessment.

Formative assessment occurs throughout the course and includes various activities such as pitching and oral presentations, critical reviews of production and written work as well as peer review activities.

Summative assessment methods typically consist of practical projects, written work, and/or presentations. Production work is assessed through a mix of group-based projects and individual production assignments.

As students progress through the programme, assessment methods reflect the expectation that students will exhibit greater autonomy in their learning, will refine their intellectual skills and will approach their work in a more critical and analytical way.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

Standard Entry Requirements
To be considered for entry applicants will ideally hold a UCAS tariff equivalent of between 96-106 points based upon:

• BCC at A Level (104 UCAS points)
• Pearson BTEC National Diploma MMM (96 UCAS points)
• An equivalent combination of A Level and Level BTEC qualifications
• Access to HE qualifications with 9 Distinctions and 36 Merits, or equivalent Level 3 Access qualifications worth 106 UCAS points
• Applicants must hold 5 GCSEs A-C including Maths and English or equivalent (reformed GCSE Grade 4 or above)
• We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.0, Cambridge Proficiency or Advanced Grade C.

Direct Entry to Levels 5 and Level 6
For direct entry into Level 5 of the course, applicants will be required to hold:
• 120 credits at Level 4 or above in a relevant subject and is dependent on a successful interview

For direct entry into Level 6 of the course, applicants will be required to hold:
• 120 credits at Level 4 and 120 credits at Level 5 in the relevant subject area and is dependent on a successful interview

Mature Students
Access students and mature students, over the age of 21, are encouraged to apply and will be considered based on their overall qualifications and work experience or engagement in the subject area.

In all of the above cases, a portfolio of recent work may form part of the application process. Interviews are encouraged, especially where an applicant's may not strictly meet the relevant requirements listed above. Acceptance onto the course is at the discretion of the interviewer.

G. Course structure(s)

Course overview

BA (Hons) Media Production– **Full time**

	Semester 1		Semester 2	
Level 4	Animation and Graphics	20	CGI & VFX	20

	(compulsory)		(compulsory)	
	Editing and Post Production (compulsory)	20	Web Series * (compulsory)	20
	Connected Audiences * (compulsory)	20	Introduction to Broadcast Journalism ** (compulsory)	20
	Media Workshop 1			0
Level 5	Online Media Incubator (compulsory)	20	Online Media Production (compulsory)	20
	Audiences of the Future (compulsory)	20	Independent Project Development * (optional)	20
	Cross-Platform Journalism ** (compulsory)	40	Cross-Platform Journalism Advanced** (optional)(optional)	20
	Media Workshop 2			0
Level 6	Real Time Graphics * (compulsory)	20		
	Professional Practice & Portfolio * (compulsory)			20
	Interactive and Immersive Experiences (compulsory)			40
	Media Production Research Project (optional)			40
	Creative Technologies Research Paper * (optional)			40
	Media Workshop 3			0

* Shared with BA (Hons) Animation
** Shared with BA (Hons) Journalism

Placements information

Final year work placements and/or internships may take place alongside the professional practice module. Securing a Work Placement is the responsibility of the student, with the support of the course team at the School. Any work placements at Level 6, whether secured independently or with the help of the School, must be discussed and approved beforehand with the Course Director.

H. Course Modules

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Module Code	Module Title	Level	Semester	Credit Value	Assessment
NEW	Animation and Graphics	4	1	20	CW1: Portfolio of Work (100%)
NEW	Editing and Post Production	4	1	20	CW1: Portfolio of Work (100%)
NEW	Connected Audiences	4	1	20	CW1: Essay (100%)
NEW	CGI & VFX	4	2	20	CW1: Portfolio of Work (100%)
NEW	Web Series	4	2	20	CW1: Pitch Portfolio (100%)
CRT_4_IBJ	Introduction to Broadcast Journalism	4	2	20	CW1: Portfolio (80%) CW2:Professional Conduct (20%)
NEW	Media Workshop 1	4	1 & 2	0	None
NEW	Online Media Incubator	5	1	20	CW1: Pitch Portfolio (100%)
NEW	Audiences of the Future	5	1	20	CW1: Essay (100%)

CRT_5_CPJ	Cross-Platform Journalism	5	1	40	CW1: Portfolio (50%) CW2:Professional Conduct (50%)
NEW	Online Media Production	5	2	20	CW1: Portfolio of Work (100%)
NEW	Independent Project Development (optional)	5	2	20	CW1: Portfolio of Work (100%)
CRT_5_CPA	Cross-Platform Journalism Advanced (optional)	5	2	20	CW1: Portfolio (50%) CW2:Professional Conduct (50%)
NEW	Media Workshop 2	5	1 & 2	0	None
NEW	Real Time Graphics	6	1	20	CW1: Portfolio of Work (100%)
NEW	Professional Practice & Portfolio	6	1 & 2	20	CW1: Portfolio of Work (100%)
NEW	Interactive and Immersive Experiences	6	1 & 2	40	CW1: Pitch Portfolio (30%) CW2: Presentation of Work (70%)
NEW	Media Production Research Project (optional)	6	1 & 2	40	CW1: Presentation of Work (30%) CW2: Final Submission (70%)
NEW	Creative Technologies Research Paper (optional)	6	1 & 2	40	CW1: Outline (30%) CW2: Essay (70%)
NEW	Media Workshop 3	6	1 & 2	0	None

I. Timetable information

Students can expect to receive a confirmed timetable via the MyLSBU website 2 weeks before teaching starts. The timetable is typically spread out over two to three days of the week.
Some additional on-site activities may occur outside of the regular timetable and these will be communicated in advance by the teaching staff.

J. Costs and financial support

Course related costs

Specialist Equipment:
- External hard drive for storage and archiving
- USB stick (8GB minimum) to transfer and backup files
- Headphones

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)
Appendix C: Personal Development Planning (postgraduate courses)
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Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course.
It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes.
Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

	Modules			Course outcomes																																			
	Title	Code		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7	D8	D9
L4	Animation and Graphics				TA							TA									TA											TA							
L4	Editing and Post Production				TA							TA									TA											TA							
L4	Connected Audiences			TA		TA							TA	TD																		TD							
L4	CGI & VFX				TA							TA									TA											TA							
L4	Web Series			TA		TA									TA							TD	TA								TA		TA						
L4	Introduction to Broadcast Journalism	CRT_4_IBJ																																				
L5	Online Media Incubator						TA								TA	TD	TA																TA	TD				
L5	Audiences of the Future						TA								TA	TD	TA																	TA	TA			
L5	Online Media Production						TA		TA															TD	TA	TA							TA	TA			
L5	Independent Project Development (optional)						TA								TA																		TA	TD			
L5	Cross-Platform Journalism	CRT_5_CPJ																																				
L5	Cross-Platform Journalism Advanced (optional)	CRT_5_CPA																																				
L6	Real Time Graphics									TA	TA																TA									TA	TA
L6	Professional Practice & Portfolio																	TA	TA								TA										TA
L6	Interactive and Immersive Experiences									TA	TA									TA							TA	TA							TA	TA	TA
L6	Media Production Research Project (optional)									TA								TA									TA									TA	TD
L6	Creative Technologies Research Paper (optional)																	**TA**									TA									TA	

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and 2019 and builds on our 125-year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	The course curriculum has been informed by consultation with external feedback. A programme of guest speakers (including industry and alumni) is provided as part of the L6 professional practice module and this is offered to all students on the course.
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	Specifically, this is embedded in the Connected Audiences module which prepares students at level 4 with an introduction to research and academic skills. More generally critical thinking and reflection is embedded in level 4 practice modules including:
High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	Two of the production modules at level 4 involve collaborative work which is linked to assessment. Collaborative work continues at level 5 and level 6. Collaborations typically manifest themselves as practical interdisciplinary projects.
Inclusive teaching, learning and assessment	Accessible materials, resources and activities All course materials and resources, including course guides, PowerPoint	All materials are provided via Moodle, in standard electronic formats with clear formatting. Reading lists are also accessible via

	presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	Moodle and the university's Library website, these include various accessible formats.
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicate high expectations and develops a commitment to **excellence**.	Formative assessment is carried out continually through Level 4 and formal formative presentations are scheduled prior to the summative deadline to provide timely feedback.
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought-after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	Students are required to submit written work at Levels 4 & 5 to improve their research and writing skills in preparation for their major project work at Level 6. Development of research skills starts at level 4 in the Connected Audiences module and continues at level 5 with the Independent Research Project and the Audiences of the Future module. Research also forms part of all practice-based modules. Throughout the course students can gradually develop independent research strategies that support their final year capstone projects.
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline.	Live briefs and projects occur throughout the practice modules, and there are further opportunities for live student-led briefs through collaborations with students from other disciplines. The studio modules at level 5 are also devised to help students

	Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	understand their role in the media production process, and the importance of scheduling production processes in a simulated work environment. Briefs are designed to reflect industry practices whether as an individual assignment or as a group project. Live briefs are considered where reliable external partners are willing to collaborate.
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	The course team maintains a commitment to inclusivity by continually evaluating the broadness of material in course materials. Guest speakers are also selected to provide a broad spectrum of views and experience within the industry.
Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	Several of the practice modules require that students arrange their own production schedules and where necessary additional support. Building on this experience, students have the opportunity to undertake internships as part of their level 6 assessment.
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach	The application of subject knowledge is developed through research, production and subsequent written work. Depending on the nature of the module, summative student work is comprised of a mix of formats such as essays and reflective reports and journals. Students are also assessed through panel critiques

	recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	and either in-class or recorded presentations.
High impact pedagogies	Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	Students on the course take part in collaborative interdisciplinary group work at level 4, at level 5 and level 6. This is primarily achieved through collaborations with other disciplines.
Assessment *for* learning	Variation of assessment An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. A holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	The course is assessed through a range of tasks that recognise the diverse learning experiences prior to university. These can include oral presentations, written work, in-class or recorded presentations Students are also assessed on their engagement with professional conduct.
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform	There are several opportunities throughout the course for students to develop skills associated with professional roles in the industry. By level 6 students will have gained enough experience to define their career path, and all students will have the opportunity to do an internship and create a professional portfolio. This is also supported

	the development of **excellence** and **professionalism**.	through extra-curricular activities such as volunteering opportunities and engagement with the University's enterprise centre.
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	Students are given the choice of a 40-credit written research paper that integrates themes related to a clearly identified area of interest or a 40-credit independent practice-based project allowing the student to focus on a creative and/or technical exploration in order to synthesise key aspects of the knowledge they have acquired throughout the course Additionally, students have an opportunity for one final interdisciplinary collaborative project at level 6 to further expand their transferable skillset.

Appendix C: Personal Development Planning
Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Students are required to reflect upon and critique their own and the work of others as part of their exploration of their specific professional role. Students produce CVs, portfolios of production work and work for the end of year show and develop a 5-year career plan.

PDP aims to involve students in the following tasks:
1. Identifying **Connectivity** within the course (the **developmental logic** of modules within the course)
2. **Recording** and mapping students' respective **journeys** through the course and identifying how things they have created are dependent upon those things they have previously created
3. **Self-Assessment** (relative to self, peers, specialism, grades, development of networks)
4. Making clear **plans** to consolidate progress and ensure ongoing development

The overall shape of PDP provision will be wide ranging and take a variety of forms from:

- Liaison with The Student Life Centre for DDS support as required
- Specific modules that focus on students' study skills
- One-to-one tutorials
- Group work on assignments as preparation for professional practice
- Reflection on creative work
- Professional Practice engagement from outside speakers and industry professionals
- Professional External Shows to display work
- Specific sessions which focus on careers guidance
- Work placements, shadowing and professional external engagement

Approach to PDP	Level 4	Level 5	Level 6
1 - Supporting the development and recognition of skills through the personal tutor system.	• Induction for students • Compulsory tutorials at the end of Semester 1 to review progress Students encouraged to contact staff by email for advice and feedback. Moodle VLE and User Groups are part of the course teaching, learning and communication strategy	• Induction of new students • Compulsory tutorials at the end of S1 to review progress • Students encouraged to contact staff by email for advice and feedback. Moodle VLE and User Groups are part of the course teaching, learning and communication strategy	• Tutorials with academic supervisors for independent project support • Students encouraged to contact staff by email for advice and feedback. Moodle VLE and User Groups are part of the course teaching, learning and communication strategy
	▪ Staff encourages students to meet their tutor as often as needed throughout the academic year.		
2 - Supporting the development and recognition of skills in academic modules/	• Library induction • Essay writing skills workshop • 1 core contextual module, which includes academic writing (assessed) • 2 practice modules with embedded contextual and practical skills development	• 1 contextual module includes research and analytical skills (assessed) • all modules, practice and contextual, develops students' research skills (assessed)	• Individual research or practical projects are supported through tutor supervision and mentoring
3 - Supporting the development and recognition of skills through purpose designed modules.	• Specialist modules focus on conceptual and practical skills development • Collaborative modules inform the context and content of specialist modules • Students have the opportunity to develop their practical skills through the level 4 Media Workshop 1 module	• Specialist production at level 5 consolidate and enhance practical skills development • Collaborative modules at level 5, further develop students' interdisciplinary teamworking skills • Students have the opportunity to develop their practical skills through the level 4 Media Workshop 2 module	▪ The final year of study focuses on the continued scaffolding of skills development ▪ Level 6 provides opportunities to demonstrate skills proficiency in the practical projects. ▪ ▪ Students have the opportunity to develop their practical skills through the level 4 Media Workshop 3 module
4 - Supporting the development and recognition of skills through research projects and dissertation work.	• Introductory research and academic writing skills developed more specifically in contextual modules, and applied research skills taught in practice modules	▪ Research and analytical skills developed in all theory modules.	• Creative Industries Research paper or a Practical Research Project involves development of research & analytical skills in areas related to an area of particular interest • Research into industry practices and pathways undertaken in the Professional Practice & Portfolio module.

5 - Supporting the development and recognition of career management skills.	▪ Orientation to the industry is offered from Level 4 onwards, initiated through the Connected Audiences module.	▪ Research into industry practices and pathways is undertaken in the practical modules ▪ Portfolio development is developed through all practical projects on the course.	• Professional Practice & Portfolio supports the students in researching their employment opportunities including internships. • The Creative Industries Research paper or a Practical Research Project will support future career development • The Professional Practice & portfolio module provides the time and opportunity to put together a professional portfolio of work
6 - Supporting the development and recognition of career management skills through work placements or work experience.	• Opportunities are posted on the JobShop online through the Employability Services	▪ Opportunities are posted on the JobShop online through the Employability Services	▪ Students can engage in shadowing, work placement or industry collaboration at L6 ▪ Opportunities are posted on the JobShop online through the Employability Services
	• Students are encouraged to do extra-curricular work placements and internships at all levels.		
7 - Supporting the development of skills by recognising that they can be developed through extra curricula activities.	▪ At induction students are advised of the benefits they can gain through participation in Student Union activities and societies. ▪ Students are encouraged to attend relevant seminars, talks and events. ▪ Staff alert students to extra-curricular guest speakers from the creative industries, both at the University and elsewhere. ▪ Opportunities to become course representatives, ambassadors and student mentors are posted on the VLE and elsewhere		
8 - Supporting the development of the skills and attitudes as a basis for continuing professional development.	• Students required to be professional in group practice work • Students encouraged to network through external organisations ▪ A Professional Conduct Element is in all the practice modules.	• Collaborative Practices module, encourages networking, organisational and team management skills. ▪ Regular group critiques in practice modules in which students develop professional skills within a group setting.	• Students are encouraged to network through external organisations and through using social media tools.

9 - Other approaches to personal development planning.	• Collaborative projects enable creative work across courses elsewhere in the school	• Collaborative projects enable creative work across courses elsewhere in the school	• Students are encouraged to show their work publicly through social media or on a personal website
10 - The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	• Peer review sessions in each module as part of formative assessment	• Peer review sessions in each module as part of formative assessment ▪ Development of Emotional Intelligence is supported in all modules where team working takes place.	• Materials gathered during work experience opportunities are to be included in the portfolio submission as part of the Professional Practice & Portfolio module. • Peer review sessions in each module as part of formative assessment

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible primary-use student classroom that supports both timetabled, independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions