

## **Media Production**

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| <b>1. Qualification</b><br>B.A. (Hons) Degree in Media Production   | <b>2. Programme Title</b><br>B.A. (Hons) Top-up Digital Content Creation Programme | <b>3. UCAS Code</b><br>W613 | <b>4. Programme Type</b><br>UGS |
| <b>5. Main Purposes and Distinctive Features of the Programme</b><br><b>The aims of the programme are to:</b> <ul style="list-style-type: none"><li>• facilitate your continuing personal/professional development (CPD) and support improvement in your professional practice in your specialist area of media production that will be of value to you and your future job prospects;</li><li>• help you to review and update your knowledge and understanding of a range of contextual themes (e.g. cultural, diversity, ethical, political, social, sustainable, technical and theoretical) that can inform your intellectual understanding of your specialist area of digital graphic design as well as the broader context within which it sits;</li><li>• help you to develop as a reflective practitioner and be a critically reflective problem solver;</li><li>• develop your skills and abilities to undertake agreed planned projects demonstrating an ability to work independently and in teams;</li><li>• encourage you to read academic literature critically applying and evaluating a range of theoretical concepts and models;</li><li>• enhance your technical skills and knowledge in your specialist area;</li><li>• help you to develop academic and research skills so you can study effectively at level HE6 as well as prepare for study at level HE7;</li><li>• help you to develop a range of transferable skills commensurate with studying and working effectively at level HE6 whilst preparing you for study at level HE7.</li><li>• help you to apply best practice health and safety protocols and procedures.</li></ul> <b>The main features of the programme are:</b> <ul style="list-style-type: none"><li>• its usefulness in helping students to develop research skills and understanding;</li><li>• that it will help students to learn about the broader academic and professional context of their professional areas by the study of relevant and contemporary themes;</li></ul> |  |                             |                                 |

- the focus of the assessments are varied and include planned project that are professionally relevant;
- students will be able to progress their learning in their specialist areas;
- students agree individual learning and assessment plans which means they can participate in decisions about their own assessment.

## **6. What a graduate should know and be able to do on completion of the programme**

**The overall learning outcomes for the programme are that students will:**

- Understand and discuss key issues surrounding the discipline in contemporary and historical contexts;
- Source, organise and analyse research material;
- Conduct literature reviews;
- Present research findings in written and visual forms;
- Demonstrate critical thinking skills by presenting a high level of argument and analysis of theory;
- Give oral presentations in a confident manner suitable for the audience;
- Demonstrate the relationship between research and professional practice;
- Apply theoretical frameworks to the production of successful creative briefs;
- Demonstrate a clear understanding of the cognitive and craft skills involved in creative production;
- Demonstrate high levels of practical knowledge and creative skill in producing outcomes;
- Be able to produce independently driven creative solutions in response to socially, politically, ethically or culturally relevant themes, which have been driven by the findings of academic and professional research;
- Conceive, plan, negotiate and sustain a long-term body of work;
- Prepare themselves for professional practice (presentation, portfolio and self-promotion);
- Be able to work constructively as part of a team;
- Be able to manage their own learning.

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| <p><b><u>Knowledge and understanding in the context of the subject</u></b></p> <p>K1 Be able to understand and discuss key issues surrounding the discipline in contemporary and historical contexts.</p> <p>K2 Demonstrate understanding of research methods and contexts that relate to your chosen area of creative professional practice.</p> <p>K3 Be able to produce independently driven creative solutions in response to socially, politically, ethically or culturally relevant themes, which have been driven by the findings of academic and professional research.</p> <p><b><u>Cognitive skills in the context of the subject(s)</u></b></p> <p>C1 Demonstrate critical thinking skills by presenting a high level of argument and analysis of theory.</p> <p>C2 Apply and demonstrate research skills and research activity.</p> <p>C3 Conduct literature reviews and analyse findings.</p> <p>C4 Demonstrate a clear understanding of the cognitive and craft skills involved in creative production.</p> <p>C5 Demonstrate the relationship between research and professional practice.</p> <p>C6 Demonstrate reflective practices and be able to renegotiate/redirect work appropriately.</p> | <p><b><u>Subject-specific practical/professional skills</u></b></p> <p>S1 Relate research you have undertaken to your professional practice.</p> <p>S2 Demonstrate high levels of practical knowledge and creative skills involved in creative production.</p> <p>S3 Apply theoretical frameworks to the production of successful creative briefs.</p> <p>S4 Conceive, plan, negotiate and sustain a long-term body of work.</p> <p><b><u>Other skills (e.g. key/transferrable) developed in subject or other Contexts</u></b></p> <p>O1 Source, organise and analyse research material.</p> <p>O2 Present research findings in written and visual forms.</p> <p>O3 Give oral presentations in a confident manner suitable for the audience.</p> <p>O4. Manage your own learning.</p> <p>O5 Be able to work constructively a part of a team.</p> <p>O6 Prepare for professional practice.</p> <p>O7 Apply best practice health and safety protocols and procedures</p> |
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| <b>7. Qualities, Skills &amp; Capabilities Profile</b> |                             |   |                            |
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| <b>A Cognitive</b>                                     | <b>B Practical</b>          | <b>C Personal &amp; Social</b>                | <b>D Other</b>             |
| Analytical skills                                      | Conduct literature searches | Analyse strengths and limitations of own work | Use information technology |

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| Evaluative skills      | Plan, design, conduct research          | Work effectively in learning sets                  | Give presentations                     |
| Skills in synthesising | Analyse and report research findings    | Work independently                                 | Reflect on own experience and practice |
| Critical analysis      | Write assignments and reports           | Plan effectively                                   | Ethics                                 |
| Research skills        | Follow appropriate ethical practice     | Communicate effectively both orally and in writing | Review literature                      |
| Enquiring skills       | Relate theory to practice               | Manage time effectively                            | Scholarship                            |
|                        | Analyse reports and research findings   | Participate in discussions                         |  |
|                        | Plan learning and assessment activities | Action plan  |  |
|                        | Devise resources for assessment         |  |  |
|                        | Support learning of fellow peers        |  |  |

### 8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units

Part II Students take 4 (Minor), 6 (Joint), 8 (Major) 10 (Single) Modules

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| Level HE6 Honours Modules  | Core Modules<br>N/A  | <u>Options</u> (normally 20 credits each)<br>N/A | <u>Project</u> (20 credits)<br>N/A |
| Level HE6 Honours Modules  | <p><b>Core modules</b><br/>Contextualising Practice (Theory) (DCC3300) (20 credits)<br/>Contextualising Practice (Research and Reflective Practice) (DCC3001) (20 credits)</p> <p><b>Specialist modules:</b><br/>Professional Practice and Self Promotion (GRD3303) (20 credits)<br/>Advanced Design Practice (GRD3300) (20 credits)<br/>Personal Project (GRD3302) (40 credits)</p> |  |                                    |
| Part I (Level 3 and 4) Students take 2 (Minor), 3 (Joint), 4 (Major), 5 (Single) Modules |  |  |                                    |

### 9. Learning Teaching and Assessment Strategy

### 10. Other Information (including compliance with relevant University policies)

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| <p><b>Learning and Teaching Methods</b></p> <p>Lectures<br/> Student presentations<br/> Student research<br/> Discussion<br/> Debates<br/> Group and Individual work<br/> Tutorials<br/> Practical work<br/> Student activities<br/> Work-based inquiries<br/> Projects</p> <p><b>Assessment Methods</b></p> <p><b>Examination of product evidence</b></p> <p><b>Assessment Classification System</b></p> <p>Work of:<br/> Exceptional quality<br/> Very good quality<br/> Good quality<br/> Satisfactory quality<br/> Borderline Fail<br/> Fail</p> <p><b>Honours Classification Bands</b></p> <p>First<br/> Upper Second (2.1)<br/> Lower Second (2.2)<br/> Third<br/> Fail</p> | <p><b>Date programme first offered</b></p> <p>September 2010</p> <p><b>Admissions Criteria</b></p> <p><b>Standard Requirements</b></p> <p>The BA (top-up) is for people progressing for level HE5 qualifications in 3D visualisation. Applicants will normally:</p> <ul style="list-style-type: none"> <li>• have a Level HE5 qualification in the specialist area;</li> <li>• have an interview with a member of the course team.</li> <li>• present a portfolio of a suitable standard for entry.</li> </ul> <p><b>Indicators of Quality and Standards</b></p> <p>High scores by students on the Student Satisfaction Questionnaires<br/> High scores by students on the Module Evaluation Questionnaires<br/> Tutor evaluation reports<br/> Feedback from staff and students at Programme Committee<br/> Feedback from the External Examiner<br/> External Examiner Reports<br/> Students' assessed work</p> |
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