

# **HND Media and Communication**

## **B25 003P**

**Faculty of Arts, Design & Media  
School of Media**

This document is presented in three sections:

## **Section One**

This section will provide students with key information on their learning experience and how it will be continuously enhanced this will include;

- Programme Philosophy and Aims
- Programme Learning, Teaching and Assessment strategy
- Statements of Intent for key learning experience themes
- This section aims to address Quality Enhancement and Learning & Teaching excellence across the student learning experience.

## **Section Two**

This section addresses regulatory and quality assurance requirements for the purposes of programme validation and mapping of the student learning experience.

## **Section Three**

This section collates the Module Guides from across the programme.

## **Contents**

<b>Section One</b>	<b>4</b>
Programme Philosophy	4
Programme Learning Outcomes	4
Programme Aims	6
Programme Diagram	6
Programme Learning, Teaching & Assessment Strategy	7
The Whole Experience	8
Widening Participation	8
Inclusivity	9
Information & Digital Literacy	9
Sustainability & Global Citizenship	10
Student Engagement	10
Partnership Engagement	11
Induction & Transition	11
Progression & Retention	12
Support & Personal Tutoring	13
Personal Development Planning	13
Employability (incl. Birmingham City University Graduate Attributes)	13
<b>Section Two</b>	<b>15</b>
Level 4	16
Level 5	19
Level 6	22
Level 7	25
Additional Information	28

---

Module and Programme Learning Outcome Mapping	28
<b>Section Three</b>	<b>30</b>
Level 4	30
Level 5	30

## Section One

### Programme Philosophy

The course aims to provide a foundation of theoretical knowledge and understanding, which can influence and underpin media production practice across a range of media. The emphasis is on production but also on creativity, skills and reflective professional practice. We want to develop thinking media students and thinking media professionals. Given the changing nature of the media industries the importance of economic and intellectual independence and self-confidence has never been more important and students will have opportunities to develop these skills and personal qualities.

It provides an opportunity for students from a varied range of backgrounds and abilities to succeed at higher national diploma level and progress to degree level study if appropriate.

The course encourages students to engage with the wider community through the Career Development and Work Experience units developing the employability skills of flexibility and negotiation necessary for success in today's economic environment.

There is no formal opportunity for optional or elective modules. However, the course aims to cover a range of media platforms, specifically moving image, radio, print and interactive. Modules such as Project Design and Implementation and Work Experience offer students the opportunity to specialise and work with mediums of their choice.

#### **The aims of the programme are to:**

- Develop the basic skills and approaches necessary to operate as a practising media professional
- Provide an education in media enabling students to develop an ability to articulate and present their ideas and locate their professional practice in a historical, political, social, cultural, theoretical and contemporary context.
- Create opportunities for students from a wide range of educational, social and cultural backgrounds.
- Provide a broad and flexible programme that will equip students with the knowledge, understanding and skills required for progression to undergraduate degree level study
- Develop employability skills of flexibility and motivation to enable progression to personal practice, further study or possible career options.
- Develop students ability in Media theory and practice through effective use and combination of the knowledge and skills gained in different areas of study

### Programme Learning Outcomes

Through the Academic Plan (2015), the University has expressed its commitment to the following programme aims to enhance student experience in all programmes:

- Pursuing excellence
- Practice-led, knowledge-applied education
- Interdisciplinary approaches
- Employability-driven
- Internationalisation

The following table shows how the programme's learning outcomes are aligned to these aims.

Outcomes/Aims	Pursuing Excellence	Practice Led Knowledge	Interdisciplinarity	Employability Driven	Internationalisation
<b>1. Knowledge &amp; Understanding</b>					
1.1 Make use of a range of technical, creative and analytical skills in the field of media production	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2 Understand how relevant theories relate to media practice.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.3 Evaluate and review your theoretical and professional practice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Progress to the development of higher level skills as a practicing media professional through further study, employment and freelance opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>2. Cognitive &amp; Intellectual Skills</b>					
2.1 Critically engage with relevant theoretical debates	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Recognise social, cultural, economic and historical contextualization	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3 Apply analytical and critical skills in a variety of contexts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Evaluate and reflect on progress, identifying areas for further development.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Practical &amp; Professional Skills</b>					
3.1 Apply independent research skills in a variety of contexts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.2 Manipulate sound, images and the written word in ways that are technically competent	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>3.3</b> Make use of organisational and time management skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>3.4</b> Produce work which demonstrates an understanding of media forms and structures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>4. Key Transferable Skills</b>					
<b>4.1</b> Understand and apply health and safety procedures and awareness of good practice in appropriate situations.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>4.2</b> Communication skills-be able to engage in constructive discussion and debate and present information in a range of appropriate forms.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>4.3</b> The ability to work independently and where necessary collaboratively	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>4.4</b> Apply creative and organisational skills in problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Programme Aims**

This section articulates how the programme level learning outcomes deliver the five themes of the Academic Plan.

<p>1. Pursuing Excellence</p>	<p>Students will be expected to complete work to the very best of their ability demonstrating the relevant skills required by the assignment brief. Feedback will always include SMART targets for improvement – even for those achieving the higher grades.</p> <p>Students will be expected to stretch themselves and individually seek wider research and references to help them produce work. They will also be encouraged to seek wider opportunities that will support their future progression and employment opportunities.</p>
<p>2. Practice-led, knowledge-applied</p>	<p>Projects include opportunities for working on live briefs and with the local community. The work experience module also includes the opportunity to undertake a client commission.</p> <p>Where possible outcomes for academic or theoretical modules will be cross-referenced or embedded in practical projects e.g. Research Techniques will be mapped against the ‘Practical Skills in Moving Image, Radio and Journalism modules.</p> <p>Outcomes for some theoretical modules will include an element of creative media production such as video essays.</p>
<p>3. Interdisciplinarity</p>	<p>Course is bespoke to partner college and offers modules focussed on vocational area. Students will have the opportunity to engage in wider projects through the Project Design and Work Experience modules.</p> <p>They will also follow a tutorial programme that will potentially include guest speakers and visits to enhance their wider learning.</p>
<p>4. Employability-driven</p>	<p>Assignment briefs will make use of real life scenarios or opportunities where possible. Students will be encouraged to seek work experience throughout the course and will be offered opportunities as they arise from within the college, the university and their partners.</p> <p>There will be an expectation that all production work will be produced following professional practices.</p>
<p>5. Internationalisation</p>	<p>Contextual studies modules will reference a range of international texts and cultures.</p> <p>The opportunities for employment in the global media industry will also be covered along with issues of ownership.</p>

Programme Diagram

YEAR ONE		YEAR TWO	
Semester One	Semester Two	Semester One	Semester Two
<b>Research Techniques</b> Research portfolio linked to 'practical skills' units with critical evaluation		<b>Special Subject Investigation</b> Research a media issue/area and present findings in essay	
<b>Contextual Studies</b> Investigation into media institutions and audiences. Assessed through one academic essay and one video essay		<b>Project Design</b> Pitch and treatment Make media project of your choice and exhibit Evaluation	
<b>Practical Skills Radio</b> Short Report on audio production Radio News and Extract from radio programme for specific stations	<b>Radio Drama</b> Short report on Radio Drama Produce a radio drama Evaluation		<b>Radio Documentary</b> Short report on radio documentary Make a radio documentary about a topic of your choice Evaluation
<b>Practical Skills Moving Image</b> Factual insert	<b>TV Studio</b> Presentation on TV studio productions Studio sequence Evaluations	<b>TV Advert</b> Video essay on television advertising Make 30 second advert	<b>Fiction Production</b> Video essay on fiction production Produce a short film either individually or in pairs
<b>Practical Skills Journalism</b> Essay on legal, ethical and responsibilities of journalists Produce portfolio of news stories		<b>Photojournalism</b> Sketchbook Report on commissioning process Portfolio of photojournalism work Evaluation	<b>Convergent Journalism</b> Research and planning file Produce news story for three different platforms (Print, TV, Radio)
	<b>Career Development</b> Report on employment Career portfolio	<b>Work Experience</b> Complete 70 hours of work experience or client commission equivalent Evaluation	

	Core Units
	Radio Pathway
	Moving Image Pathway
	Print/Journalism Pathway
	Careers and Personal Development

## Programme Learning, Teaching & Assessment Strategy

This section explains the learning and teaching approaches, activities and experiences that your programme will offer, the range of assessments and types of feedback and feedforward you will encounter, and explain how these will support your continuous learning throughout the programme, and explain the expectations we have of you in this learning partnership.

Academic and theoretical elements will be assessed through a summative assessment. This will be an essay, oral presentation or video essay. Students will be given the opportunity to share drafts of work with teaching staff for informative verbal feedback.

Practical work will include opportunities for formative learning. Students will be encouraged to share work in progress with teaching staff and student peers in order to receive feedback. They will also be able to make use of online resources such as Wordpress where they can share their work and receive feedback from a wider audience. Practical work will be assessed by teaching staff, with written feedback given, within three weeks of deadline.

### Teaching methods

The following teaching methods will be used:

- Knowledge and understanding are acquired through formal lectures, seminars, group and personal tutorials, critiques, demonstrations, development of transferable skills, projects, studio practice, theoretical studies and study visits.
- Each assignment has its own written brief outlining aims and objectives and the criteria for assessment.
- A feature of teaching and assessment is peer group evaluation, consisting of group discussion of individual work including visual and verbal presentations.
- The teaching programme is augmented by visiting media practitioners currently engaged in professional practice, industry and academic visits. A selection of units involving professional practice and collaborative work and industry briefs will support the vocational aspects of the programme.
- Workshop, health and safety and library inductions.
- Peer-group learning and collaborative activity including group project work

### Summative Assessment Methods

- Written and verbal presentations evidenced in essays and seminars for the majority of units. Contextual Studies will include a video essay following recommendation from the External Examiner.
- Professional pitch assessment used for Project Design and TV Advertising units, with all practical units requiring evidence of planning and development through pre-production planning folders.
- Practical work will be assessed through group critiques and discussion before final staff assessment.
- Unit aims and objectives, assessment criteria and strategy are widely published.
- Each unit has its own profile outlined in the student Handbook. This contains aims and objectives, criteria for assessment, context and assessment strategy.

### Formative Assessment Methods

- Assessment is formative and summative. Knowledge is assessed by a variety of methods including verbal and visual presentation, written submissions.
- Continuous evaluation is maintained by the course team via direct teaching, one-to-one teaching, tutorial contact, discussion and feedback, theoretical studies, seminars and tutorials.

### **The Whole Experience**

We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future – below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these.

#### • **Widening Participation**

The course is intended for students from a wide range of educational, social and cultural backgrounds. Intake often includes students across a wide demographic which is encouraged as part of the general ethos of the programme. We are open to students who are mature and are returning to education, in some instances after a significant break. Students benefit from close pastoral and tutorial support as they undertake their studies and develop individual portfolios. The extra year of study at undergraduate level within a small cohort helps to prepare the candidate for full immersion into university life.

The course always has a range of students from different ethnic groups. The course is committed to widening participation and offering places to students who would not normally consider higher education as their natural path in life. The additional support in nurturing that the course engenders as part of its ethos is ideal in helping students to achieve and be able to continue their studies at degree level.

In the past the course has taken less able students requiring the nurturing and support that the HND can offer, and the mature student, for whom direct degree application might be a step too fast. The course is attractive to parents with young children who have been able to undertake their studies at a pace that allows them to balance their parental duties with their own personal educational ambitions.

The course encourages students to engage with the wider community through media-related projects and the project design and work experience modules as well as the broader collaborative opportunities across the college, developing the employability skills of flexibility and negotiation necessary for success in today's economic environment. The students have been able to embrace the challenges set by these and find clients to realise live projects.

Students follow a tutorial programme and have regular one-to-one meetings to set and review targets that are specific to them. Students are also encouraged to take part in discussions and support each other throughout the programme. Results of modules are held by the tutor and used to aid discussion with students.

The programme is reviewed through three Student Academic Board meetings a year. There are also review meetings held with senior staff at the college that examines results and trends of the programme.

Students have access to the student services facility at Birmingham Metropolitan College and Birmingham City University including accommodation services, careers advice, job bureau, financial advice, counselling services and chaplaincy services.

Students have access to the department manager, course director and subject lecturers at reasonable notice to discuss problems and issues.

- **Inclusivity**

The rationale behind this course is to encourage widening participation and improve access to careers within a Creative Media context. Students come on to the course for a variety of reasons. Some are returning to full-time education as mature students. They may be apprehensive about the intensity of study and commitment or, potentially, be the first in a family to enter Higher Education and equally apprehensive about study at this level. Other students did not achieve the entry requirements to progress directly onto a degree course. The HND in Media and Communication gives students with a desire to study Media, the chance to explore and study at a higher level in a supportive environment. With directed teaching methodologies and close personal support the programme enables the student to achieve Level 5 standard in two academic years.

A number of seminars with guest speakers from industry and opportunities to work beyond their main programme has greatly enriched the experience of the HND Media students making them more aware of opportunities for employment, collaboration and progression.

Students benefit from the close links between Birmingham Metropolitan College and Birmingham City University where the link tutor supports the students intending to progress through visits and tutorials.

The programme has continued with taught sessions where processes and techniques are demonstrated and followed by the practical activity of students producing some individual experiments to help launch their project portfolios. Other taught sessions also include one-to-one tutorials, a process that becomes increasingly important as the students' progress onto the second year and take much more control of the direction of their work.

The Project Design, Implementation and Evaluation unit gives students an open brief allows them to focus on a specialism. In recent years work for this unit has included short films for local festivals and screenings, and a live brief for a local client to develop marketing materials and a website for local business.

Students also complete a minimum of 70 hours work experience, which allows them to explore future career opportunities. As an alternative to this, students are permitted to undertake a client commission following discussion with teaching staff.

*Arrangements are made for those that require additional support or that have specific needs. This may include alternative methods of assessment or careful selection of production roles in practical*

- **Information & Digital Literacy**

JISC define digital literacies as 'those capabilities which fit an individual for living, learning and working in a digital society'. This goes beyond the ability to use technology effectively and asks us to consider the journey of many of our students as 'digital natives', in addition to supporting the development of those students who have not yet acquired these skills. As a student, you are expected to have high levels of Digital & Information Literacy both at College and outside; it is an essential 'life skill' to be able to access, process and assimilate information in the broadest sense. The ability to articulate that information and to construct new understanding is also critical to graduate success. Through your programme, you are encouraged to recognise different types of information and resources, to develop your ability to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of your own knowledge.

Being able to feel confident, informed and discerning in the use of digital information and technologies is important, whether it is the effective sourcing of research material, technical skills development for creative practice such as film and animation, presentations, or simply managing information and systems appropriate to your study needs.

The programme will develop and support you in a number of ways:

- Library induction to access online books, journals and articles and general research material
- Moodle as a digital location of module specific information, lecture presentations
- Social media platforms – the effective use of Facebook, Instagram, Twitter and Pinterest
- The use of 'Blogs' as an effective digital record
- Personalised websites as a professional platform for marketing and promotion
- Access to specialist digital pre and post-production equipment in the School
- Access to bookable laptops

- **Sustainability & Global Citizenship**

BMET is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to support reduce waste, increase recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. Our curriculum also considers sustainability in terms of its connection with Global Citizenship. The United Nations define Global Citizenship in education as; 'enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations'. We encourage our students to live and work more sustainably whilst recognising the impact that their decisions, and actions, have on the local, national and global communities to which they belong. The programme demonstrates internationalisation by:

- Using cultural and international experiences or knowledge as a learning resource
- Encouraging intercultural experiences, partnerships and collaborations
- Embedding and debating global exemplars and perspectives in the curriculum
- Providing and promoting a range of accessible opportunities for intercultural learning
- Proactively developing inclusive learning outcome, practices, skills, and/or attitudes appropriate for diverse societies, culture and individuals.

- Adapting the content, language pace and modes of delivery and assessment to the learning context and the diversity of learners
- Viewing and utilising the diversity of the academic community (whether differences in cultural and educational backgrounds, country of origin or languages spoken) as a key learning resource
- Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture.

- **Student Engagement**

Methods for evaluation and enhancement of quality and standards prioritise listening and responding to the students' views.

The College quality process applied to this programme includes:

- Student representative views that are minuted at programme committee meetings and programme monitoring boards that meet 3 times a year.
- Staff student forums. Minuted meetings take place at least once a year.
- Student feedback via module evaluations.
- The External Examiner visit, meetings with students, and subsequent reports.
- Internal questionnaires and the National Student Surveys.
- Programme Annual Reports.
- Review and revalidation procedures.
- Staff appraisal/performance management reviews.
- Birmingham City University SAB meetings.
- Link tutor's meetings with staff and students.
- Birmingham Metropolitan College 'Learner Voice' process.
- Programme committee meetings/team meetings.
- Examination boards.
- Internal verification meetings.

### **Partnership Engagement**

The HND Media & Communication course was originally validated by Sutton Coldfield College of Further Education in 1998. The course was originally based at Sutton Coldfield Campus but moved to the James Watt Campus in Great Barr in 2009. The course has since continued as a successful partnership between Birmingham City University and Birmingham Metropolitan College (previously Sutton Coldfield College).

Marketing takes place through both Birmingham Metropolitan College and Birmingham City University prospectuses, websites and across several online social media platforms.

The teaching programme is augmented by visiting media professionals currently engaged in professional practice and academic visits. A selection of modules involving professional practice and collaborative work and competition briefs support the vocational aspects of the programme.

Students are encouraged to be aware of competition briefs and other opportunities in order to develop their digital portfolio and thus aid their future progression.

- **Induction & Transition**

The induction process commences prior to the student arrival. They are contacted by letter/email to make them aware of key dates regarding fees/loan applications and the relevant course dates. Those requiring access to the university's support facilities, such as the accommodation services are given the appropriate information. The course director can be contacted via email and the HE Administration and support team located in Student Services can be contacted by phone or email.

Students are introduced to wider university support and opportunities such as a visit to the Curzon Library and introductory talk from the Student Union. In addition, students are introduced to services at the James Watt Campus such as the LRC and Student Services.

Second year students are invited to a talk and tour of BCU with the Link Tutor, with a view to progressing to top up to the BA course.

- **Progression & Retention**

At present students successfully completing the HND award with 12 merits or above can automatically progress on to the second year of the BA Media course. Students that fall just short of this can still progress to the BA course through recommendation from the Course Leader and interview with BCU staff. The HND will always have some students for whom further degree study is inappropriate or not wanted. This may be due to a lack of certain skills and attitudes, but may also be financial in nature. Some students have opted against progression to the BA course but have gone on to work in the media industry and/or run their own small business.

- **Support and Personal Tutoring**

The course team consists of a course leader and three lecturers who deliver programme modules and provide one-to-one tutorial guidance for the students. This core team is complemented by visits from the Birmingham City University link tutor and other staff, as well as seminars from alumni and other media professionals.

Both levels have a personal tutor who is responsible for the personal and academic welfare of each student. Independent support is provided and any issues that arise can be discussed. Due to the nature and size of the course, the course director takes the role as personal tutor. Tutorials take place formally on a weekly basis where group and one-to-one discussions can take place. Informally, students can access any of the course team with reasonable notice and have regular contact with all members of the team within the department each week.

Student response has been consistently positive with regards to the overall structure of the programme and the level of support that they receive from staff.

- **Personal Development Planning**

Students are encouraged to identify and with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- Students have access to the student services facility at Birmingham Metropolitan College and Birmingham City University including accommodation services careers advice/job bureau, financial advice, counselling services and chaplaincy services.
- Students have access to the programme area manager/course director, level coordinators and subject tutors at reasonable notice to discuss problems and issues.
- All students have access to a Course Handbook fully outlining course philosophy, aims and objectives, unit outlines and descriptions and a full explanation of assessment criteria and procedures. As well as detailing support and guidance they can access at the two institutions.
- Students have access to the library facilities at Birmingham Metropolitan College. (Including the three main campuses of James Watt, Matthew Boulton and Sutton Coldfield.) As well as the library facilities of Birmingham City University.
- The programme operates in a well-resourced academic environment and provides the base areas for the development of personal practice outside of timetabled sessions.
- Students benefit from the close links between Birmingham Metropolitan College and Birmingham City University where the link tutor supports the students intending to progress through visits and tutorials.
- The tutorial programme includes opportunities for self-reflection and one-to-one meetings are used to set and review targets. Opportunities from within the college and university community are offered to students on the programme. This has included opportunities for work experience with media production companies or production work for local charities and similar organizations.
- **Employability**

Whilst the programme aims to prepare the student for further study at the university's School of Media and the completion of a degree, it also aims to prepare the individual for employment upon completion of the HND.

It endeavours to:

- Develop independence, flexibility and adaptability to ensure employability in the changing economic environment.
- Ensure progression to further study or other career opportunities.
- Offer the ability to work flexibly and adaptively to ensure employability.

## **Section Two**

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning maps track the programme aims, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

Level 4

Level 4 Core Modules	Research Techniques for Creative Media Production	Contextual Studies for Creative Media Production	Core C	Core D	Core E	Core F
Credit level (ECTS value)	15	15				
Study Time (%) S/GI/PL	50/50/00	50/50/00				
Assessment method	Research Portfolio	Essay/Video essay				
Assessment scope	Research required for practical work	Essay 1500 words Video essay 10-15mins				
Assessment week	18 & 34	20 & 37				
Feedback scope	Written 20 days later	Written 20 days later				
Delivery mode	Standard Blended	Standard Blended				
Learning Outcomes	1 Be able to apply research methods and procedures in creative media production contexts	1 Understand the institutional context of creative media production and its influence on production				
	2 Be able to ensure the accuracy and validity of research material	2 Understand creative media products in the context of their reception				

# ADM Programme Specification



	3 Be able to present research outcomes with due compliance	3 Be able to present research on the production and reception of creative media products relevant conventions.				
	4 Be able to evaluate research processes and outcomes.	4 N/A				
Programme Aim Links	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>				
Linked PSRB (if appropriate)	NFBS Code					

Level 4 Optional Modules	Practical Skills for Radio Production	Practical Skills for Moving Image Production	Practical Skills for Journalism	Fiction Production for the Moving Image	Television Studio Production	Advertisement Production for Television
Credit level (ECTS value)	15	15	15	15	15	15
Study Time (%) S/GI/PL	40/60/00	40/60/00	40/60/00	40/60/00	50/50/00	40/60/00
Assessment method	Short Report Practical portfolio with appropriate paperwork	Practical production with appropriate pre-production materials	Essay Portfolio	Video essay Pre-production Short film	Presentation Practical Production Evaluation	Video Essay Pre-production Pitch
Assessment scope	Report 800-1000 words Radio News Radio extract	Practical 3-5 mins	Essay 1000 words Portfolio 3 pieces minimum	Video essay 10 mins Detailed pre-production folder Short film 3-5 minutes	Presentation 10 mins Practical 3 mins Evaluation 800 words	Video essay 10 mins Detailed planning folder Pitch 5 mins
Assessment week	24	15	42	40	24	17
Feedback scope	Written 20 days later	Written 20 days later	Written 20 days later	Written 20 days later	Written 20 days later	Written 20 days later
Delivery mode	Standard blended	Standard blended	Standard blended	Standard blended	Standard blended	Standard blended
Learning Outcomes	1 Understand audio techniques and technology	Be able to use video and audio equipment for moving image recording	1 Understand the legal, ethical and professional responsibilities of journalists	1 Understand the development of fiction production in film and television	1 Understand types of studio-based television programme	1 Understand the theory of advertising on television
	2 Be able to capture live and pre-recorded audio content	Understand how to realise client requirements in relation to specified audiences	2 Be able to gather, evaluate and record material for news stories	2 Be able to devise and pre-produce moving image fiction productions	2 Be able to contribute to the planning for a studio-based television programme	2 Understand how television advertisements are constructed

# ADM Programme Specification



	3 Be able to use sound production techniques	Be able to follow appropriate procedures to complete productions for clients.	3 Be able to use language in journalistic contexts	3 Be able to manage production and post-production for moving image fiction productions	3 Be able to undertake operational roles in studio-based television production	3 Be able to devise television advertisements for clients
	4 Be able to follow sound production procedures		4 Be able to edit news stories.	4 Be able to reflect on own moving image production work	4 Be able to evaluate own television studio production work.	4 Be able to produce television advertisements for clients
Programme Aim Links	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
Linked PSRB (if appropriate)						

<b>Level 4 Programme</b>				
Entry Requirements and pre-requisites, co-requisites & exclusions	Accreditation of Prior Experience or Learning (APEL)	Study Time Breakdown		Exit award(s)
120 UCAS points including one media-related subject. English GCSE or equivalent		<b>Scheduled</b> learning and teaching activities (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks)	40%	HNC Media Production
		<b>Guided Independent</b> learning (including non-time constrained blended tasks & reading and assessment preparation)	60%	
		<b>Placement</b> (including external activity and study abroad)	%	
		<b>Impact of options</b> (indicate if/how optional choices will have a significant impact)		

Level 5

Level 5 Core Modules	Project Design, Implementation and Evaluation	Special Subject Investigation for Creative Media Production	Core C	Core D	Core E	Core F
Credit level (ECTS value)	20	15				
Study Time (%) S/GI/PL	30/70/00	30/70/00				
Assessment method	Pitch and treatment Blog Pre-production folder Final Production Evaluation	Research Proposal Research Plan Essay Evaluation				
Assessment scope	Pitch 10 mins with detailed treatment Detailed pre-production Evaluation 1000 words	Research Proposal 500 words Research Plan 50 words Essay 2500 words Evaluation 500 words				
Assessment week	42	20				
Feedback scope	Written 20 days later	Written 20 days later				
Delivery mode	Standard Blended	Standard Blended				
Learning Outcomes	1 Be able to formulate a project	1 Be able to present and justify planned proposals for investigations into creative media production				

# ADM Programme Specification



	2 Be able to implement the project within agreed procedures and to specification	2 Be able to research and select appropriate materials for investigations into creative media production				
	3 Be able to evaluate the project outcomes	3 Be able to present results of investigations into creative media production				
	4 Be able to present the project outcomes.	4 Be able to reflect on own performance and learning				
Programme Aim Links	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>				
Linked PSRB (if appropriate)						

Level 5 Optional Modules	Career Development for the Moving Image Industries	Photojournalism	Radio Documentary Production	Radio Drama Production	Convergent Journalism	Work Experience in the Creative Media Sector
Credit level (ECTS value)	15	15	15	15	15	15
Study Time (%) S/GI/PL	60/40/00	40/60/00	40/60/00	40/60/00	40/60/00	30/40/30
Assessment method	Report Career Portfolio	Sketchbook Report Final images Evaluation	Short report Practical production Evaluation	Short report Practical production Evaluation	Research and planning file News story for print and internet Story repackaged for television Story repackaged for radio	Portfolio of evidence Written evaluation
Assessment scope	Report 1000-1500 words Detailed portfolio with supporting materials	Detailed sketchbook Report 500-800 words Final Images (6 approx.) Evaluation 800-1000 words	Report 800-1000 words Radio documentary 5-10 mins Evaluation 800 words	Report 800-1000 words Radio Drama 3-5 mins Evaluation 800 words	Detailed research and planning folder Practical pieces at appropriate duration Radio and television pieces to approx. 3 minutes	Detailed portfolio of evidence Evaluation 1000 words
Assessment week	39	24	34	37	37	40
Feedback scope	Written within 20 days	Written within 20 days	Written within 20 days	Written within 20 days	Written within 20 days	Written within 20 days
Delivery mode	Standard blended	Standard blended	Standard blended	Standard blended	Standard blended	Standard blended
Learning Outcomes	1 Understand the structure and regulation of the moving image industries	1 Understand the commercial, ethical and regulatory factors that influence the work of photojournalists	1 Understand the form and structure of radio documentary	1 Understand genres and structures of radio drama	1 Be able to research and source stories responsibly within a multi-platform context	1 Be able to identify and negotiate work experience placements in the creative media sector

# ADM Programme Specification



	2 Understand terms and conditions of employment in the moving image industries	2 Understand the relationship between photojournalists and editors	2 Be able to develop scripts for radio documentaries for specific audiences	2 Be able to pre-produce, produce and post-produce radio drama for different contexts	2 Be able to write stories for print and the internet	2 Understand the requirements of negotiated work placements
	3 Understand employment opportunities and recruitment in the moving image industries	3 Be able to undertake photojournalism work	3 Be able to produce radio documentaries for specific audiences	3 Be able to reflect on own radio drama production work.	3 Be able to adapt and edit scripts for broadcast	3 Be able to undertake work experience placements as negotiated
	4 Be able to prepare for seeking employment in the moving image industries.	4 Be able to reflect on own photojournalism work	4 Be able to reflect on own radio documentary production work		4 Be able to reflect on own journalistic work	4 Be able to monitor and evaluate own performance and learning during work placements in the creative media sector
Programme Aim Links	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
Linked PSRB (if appropriate)						

Level 5 Programme				
Entry Requirements and pre-requisites, co-requisites & exclusions	Accreditation of Prior Experience or Learning (APEL)	Study Time Breakdown		Exit award(s)
Successful completion of year one (HNC Media)		<b>Scheduled</b> learning and teaching activities (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks)	40%	HND Media and Communication
		<b>Guided Independent</b> learning (including non-time constrained blended tasks & reading and assessment preparation)	50%	
		<b>Placement</b> (including external activity and study abroad)	10%	
		<b>Impact of options</b> (indicate if/how optional choices will have a significant impact)		

Additional Information

Module and Programme Learning Outcome Mapping

This section shows how the modules in the programme fulfil the programme learning outcomes.

Module Title/Programme Learning Outcomes	Knowledge & Understanding				Cognitive & Intellectual Skills				Practical & Professional Skills				Key Transferable Skills			
Level 4																
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4

Contextual Studies for Creative Media Production		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Research Techniques for Creative Creative Media Production	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Practical Skills for Radio Production	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Practical Skills for Moving Image Production	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Practical Skills for Journalism	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Fiction Production for the Moving Image	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Television Studio Production	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Advertisement Production for Television	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Level 5																
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
Project Design, Implementation and Evaluation	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>								
Special Subject Investigation for Creative Media Production	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Career Development for the Moving Image Industries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photojournalism	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Radio Documentary Production	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Radio Drama Production	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Convergent Journalism	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work Experience in the Creative Media Sector			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>

**Programme Learning Outcomes**

Knowledge and Understanding

- 1.1 Make use of a range of technical, creative and analytical skills in the field of media production
- 1.2 Understand how relevant theories relate to media practice.
- 1.3 Evaluate and review your theoretical and professional practice
- 1.4 Progress to the development of higher level skills as a practicing media professional through further study, employment and freelance opportunities

Cognitive and Intellectual Skills

- 2.1 Critically engage with relevant theoretical debates
- 2.2 Recognise social, cultural, economic and historical contextualization
- 2.3 Apply analytical and critical skills in a variety of contexts
- 2.4 Evaluate and reflect on progress, identifying areas for further development.

Practical and Professional Skills

3.1 Apply independent research skills in a variety of contexts

3.2 Manipulate sound, images and the written word in ways that are technically competent

3.3 Make use of organisational and time management skills

3.4 Produce work which demonstrates an understanding of media forms and structures

### Key Transferable Skills

**4.1** Understand and apply health and safety procedures and awareness of good practice in appropriate situations.

**4.2** Communication skills-be able to engage in constructive discussion and debate and present information in a range of appropriate forms.

**4.3** The ability to work independently and where necessary collaboratively

**4.4** Apply creative and organisational skills in problem solving