## SECTION ONE: General Information

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>BA (Hons) Media Production</th>
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</thead>
<tbody>
<tr>
<td>Approval of Specification</td>
<td>12/07/2019</td>
</tr>
<tr>
<td>Award Title &amp; Interim Awards</td>
<td>Interim Awards: Certificate of Higher Education in Media Production Diploma of Higher Education in Media Production Bachelor of Arts (Honours) in Media Production Bachelor of Arts in Media Production (non honours)</td>
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<td>Mode of Study</td>
<td>Full-time: ☒ Part-time: ☐ E-learning: ☐ Distance: ☐ Sandwich: ☐</td>
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<tr>
<td>Programme Start Date &amp; Period of Validation</td>
<td>Start Date: September 19 Date of Last Update: 12/07/2019</td>
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<td>Awarding Institution</td>
<td>University of Derby: ☒ Other (Please State):</td>
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<td>College Managing the Programme</td>
<td>Arts, Humanities and Education</td>
</tr>
<tr>
<td>Institutions Delivering the Programme</td>
<td>University of Derby: ☒ Other (Please State):</td>
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<td>Relevant External Reference Points</td>
<td>The programme is referenced against the Quality Assurance Agency Subject Benchmark statements for Higher Education in Art and Design, February 2017 and QAA subject benchmark statements in Communication, Film, Media and Cultural Studies (2016). FHEQ: The Framework for Higher Education Qualifications of UK Degree Awarding Bodies (commonly known as FHEQ) is an integral element of Part A of the UK Code for Quality for Higher Education.</td>
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<td>External Accreditation/ Recognition</td>
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SECTION TWO: Overview

Overview of the Programme:

A key aim of the programme is to support and nurture your individual development and identity as a creative, informed, skilled, adaptable and ambitious *Digital Media Producers* in the widest sense possible. To support this, the programme provides extensive support for in-depth research, critical thinking and engagement with new ideas and practices. Throughout the student’s study, she/he will be constantly supported and guided through their own personal developmental process where they will become a graduate who will be an individual, unique in their ideas and ambitions.

The programme adopts a no-holds-barred approach to the conceptualization and creative process and use of digital media and developing digital skills, and the means and methods of its delivery and presentation. A culture of experimentation, creative risk taking will challenge the student to extend themselves beyond their comfort zone; this culture of rewarding ‘positive failure and experimentation’ is promoted at all stages of study.

Throughout the programme the student will be supported to help extend their knowledge, their capacity to problem solve and their ability to find new methods of creating and delivering new innovative content. The student will be challenged to think beyond conventional ideas about media content, and explore how they can push and break boundaries, and extend the limits of the medium. The student will be encouraged to not just realise but to exceed their ambitions.

The key digital media platforms for exploration and developing digital skill in are:-

- TV Production
- Radio/Audio/Podcast Production
- Interactive Digital Interface Design
- Print Production
- Script Writing

**Year 1**

Centres on the transition into creative Higher Education, engendering a culture of risk-taking, experimentation and process based learning across both practice-based and theoretical modules. Level 4 modules will introduce the subject, its ethos, methodology and the strands of expertise the student will need to develop for future study. Students at this level will acquire a broad knowledge base and be encouraged to investigate the importance of practice-based study, that will underpin all aspects of their ‘process’ driven taught experience, including study of the cultural, historical and theoretical perspectives of their specialist subject.

“**process, experimentation, risk taking, learning to love your subject, formative feedback, use of positive failure**”
Entertainment
At the outset of the programme the student will learn, explore and create content for all of the above platforms within the theme of Entertainment. The teaching/research sessions will be designed to help them develop an understanding of this arena of the media industries, the products, and how these are understood and develop their digital skills.

The student will study writing for the media in Write This Way, where they will explore the conventions and practices of writing for different media formats. They will also undertake practice based modules in television, Small Screen Big Ambitions as well as exploring audio based creation in radio productions module, Radio ID. Digital Production at level 4 covers both magazine and interactive design in the module Digital Symbiosis. Through these modules at this level the student will develop and build a solid core set of skills on which to build their future practices and theoretical approaches, and these will be the foundation for the rest their programme of study.

Year 2
Continues to develop students’ experimentation and process based learning into a more assured professional approach to their study. Level 5 modules enable students to identify their strengths, career aspirations and self-confidence, including a period of professional work experience. Through these experiences, students will develop a distinctive personal voice aligned to their career aspirations and their consideration and understanding of audience and market.

“professional year work experience identifying strengths and careers aspirations, audience”

Factual / Documentary Production
At level 5 the student will explore and interrogate key theories and practices that aid recognition of the synergies, cross-fertilisation and convergence that exists in contemporary media industries and the way that many media producers work across a variety of media platforms. Student will also take ownership of their learning as they develop the narrative of their digital products and will be learning within groups, they will also further develop their digital skills to a higher level than at level 4.

Focusing On The Facts will involve the student developing skills in television production beyond those displayed at the Level 4. It will introduce the student to the art of producing observational factual narratives in documentary production, and will allow the student to explore the constraints of the television industry, develop technical skills and be creative with factual narratives. The student will take ownership of the documentary and will develop the idea and be responsible for the all the production aspects of the documentary. This module will also allow the student to develop their employability skills through working practice on a number of live briefs and real life activities. The student will also address a range of skills and issues related to working as a producer in the media industries, and understanding the operations of these industries.
In the **Voice Of Reason**, the student will build upon their core Radio Production skills from Level 4, and will introduce them to location recording, live content creation and advanced studio practices as well as encouraging them to be more creative and original in their programme design, packaging and ideas in sound. This module, in keeping with the Level 5 theme of non-fiction documentary. The student will explore short form feature and live programme production, as well as the burgeoning podcasting industries and the wide variety of non-fiction programming emerging as audio/podcasts online. The module will also teach students about online platforms and online dissemination of radio and podcast content, and will require the exploration of a variety of methods of digital delivery of these audio productions.

**Interfacing with the Truth** will expand and build upon the core skills and theoretical underpinning learnt in **Digital Symbiosis** in terms of both interface design and magazine/print production. The Interface element of the module will introduce the student to more advanced techniques, multimedia asset deployment and interface interactions and animations. It will also expose the student to the ever changing landscape of digital content delivery, how digital content access and consumption has expanded beyond the desktop and onto mobile platforms, and how these digital devices have created an array of new opportunities in digital design.

The Print based element of **Interfacing with the Truth** will further explore the nature of magazine production, and how, through the use of ubiquitous mobile devices and technologies such as augmented and mixed reality (AR/MR), are now able to connect directly with digital assets such as video, audio, animations etc., without the need of ever visiting an accompanying sister website. Through this digital divorce, magazines / print is now able to create richer and more direct levels of engagement with these traditionally static productions.

**From Premise to Page (Optional)** will continue to enhance the student’s story telling and scriptwriting skills through further study and practice in writing for the media. In this module you will generate and develop ideas in the form of dramatic based script. From the final submissions a small number of the most successful / achievable scripts will be shortlisted for the students to select from and be producted in the module, **Dramatic Direction**.

**Reseaching The Audience (Optional)** How do we know what audiences do with the media they consume? What do they like and why do they like it? Do the audience have agency over the productin process? These questions are important both to the academic study of audiences and media consumption and to the media industries that rely on reaching and keeping those audiences. This module will develop the students skills and understanding of critical concepts surrounding audiences and practical methods of audience research. The student will gain understanding of the value of qualitative and quantitative methods of research and the value of this research to critical thinking, creative decisions in media production and to media industries.

**Year 3**

Further develops the students’ personal voice into a distinctive independent practice which enables students to pursue their ambitions in a changing World. Level 6, modules will provide students with the opportunity to extend, resolve and apply their accumulated knowledge and creative ideas into form, proposition and exhibition. Students will be required to engage with Independent projects and practical tasks and to transfer and apply their analytical skills to exercise their own judgement and manage their own scholarship. Emphasis will be placed on planning for
the next phase of the students’ career trajectory through self-promotion and more advanced and developed critical analysis.

“portfolio development and industry year, planning for next steps including employment and/or PG study”

Drama
This year is focused on Drama as the overarching theme, and how drama is created, produced and delivered on / through the core media platforms that the student has been studying throughout the programme so far.

In this year the student will also be able to ‘focus’ their production specialisms by choosing two out of the four production options that they have studied during the previous two years. This narrowing of focus is designed to facilitate their engagement in a deeper, more personal, detailed and intensive body of work. This will allow the student to explore areas that are specific to them, and the field of digital media production that they wish to enter on graduating.

The programme of study is dynamic in the modular and flexible approach to study. For example the student may wish to embark on a digital broadcast pathway, thus choosing both the television module, Dramatic Direction, as well as the radio production module, Sounds Dramatic would be appropriate. Whilst the Digital Design options of Appification of TV and Levels of Persuasion will be more applicable to the design based visual communication student. The student may even want to be able to focus on one area, such as television, and therefore choose Dramatic Direction, but also choose the Appification of TV which would complement the former and enhance how their productions could be expanded on in the future.

Dramatic Direction
This module forms the short drama production practice strand within the programme. The student will be expected to develop technical skills in short drama production filmed on location, whilst working to a professional industry standard. It encourages the student to be creative within the wide spectrum of short film production, whilst considering issues of form, content and audience. The student will also be expected to consider the intrinsic artistic aspects of short dramas. The final film will be a standalone short form drama and not episodic in nature.

Sounds Dramatic
You will be expected to refine your creative, editorial and technical skills in radio / audio production to a professional standard through exploring experimental soundscapes, docu-dramas, audio dramas and traditional radio drama. The module will involve critical listening, active critique and live production to explore a range of audio based genres and emerging forms across different platforms and strands of the radio & audio industries. Students will develop their ability to respond to commissioning briefs and design audio programmes with online links and social media presence for future audiences.

‘Appification’ of TV
Here ther student will explore the changing nature of ‘connected TVs’ enabling the student to interrogate the impact of digital devices and technologies that can be employed to support, or even extend, the users experience of traditional TV based media artifacts. With specific focus on media convergence, the student will be able address and create transmedia artifacts, immersive second screen products, speculative methods of content access and consumption that will align and compliment current and future forms of traditional broadcast media productions.

**Levels of Persuasion**
This print based module will not only further develop the student’s print based design and production skills, but also explore how print based promotional material can also be used to capture a viewer’s imagination, draw them in, create an emotional response and ultimately influence them. The student will also understand how these products can be used to not only advertise but persuade or dissuade audiences, sway opinion, or even how promotional material could be used to purposefully misinform the audience.

**New Horizons**
In this module the student will embark on an independent production, where they will develop, in coordination with their study supervisor, a personal production project. In this module the student will further develop, research and refine their own personal professional practice, skills and critical theoretical underpinning within a focused and personally appropriate production field(s). The project should reflect the direction the student wishes to progress post-graduation, and be used to evidence the type of creative professional they aspire to be.

**Advanced Documentary Production**
This module forms part of the television practice strand and will allow the student to expand and further develop their skills in Documentary Practice & Production beyond those in level 5. This module will help students develop more advanced techniques in the art of documentary production, as well as building upon their awareness of key issues within media ethics & issues in production. The module will consider expanding upon key areas such as, theories of audience, markets, media ethics & law, practical skills, funding and media research. The module will allow the student to further explore both the freedom & constraints of the television industry, develop advanced technical skills and be creative with factual narratives.
**Key Characteristics:**

The philosophy and rationale of the programme is to exploit the creative potential of the unique collaboration between the programme and its extensive external contacts, to inspire and develop the media producers of the future. This will be achieved through:

- Internationally acclaimed practitioners and established academics deliver the programme with a highly skilled, specialised technical team.

- We support challenging ideas and will support you in developing approaches that challenge what photography can be and what it can do.

- A highly supportive and inclusive environment where we will guide, nurture and support your development and identity as a competitive media producer and unique creative thinker.

- A thorough grounding in media production fundamentals and professional standards across all digital platforms.

- Delivery, guidance and support of high level research, academic, communication and presentation skills to inform and enrich media production.

- Encouraging creative risk taking and supporting you to exceed your abilities and realise your ambitions.

- Access to superb and extensive facilities, many of which are unique to Media at the University of Derby.

- Unique access to opportunities for work-based learning with external agencies and organisations.

- Application of professional practices, team working, collaboration, managing projects and events.

- Wide range of guest speakers, UK gallery visits and opportunities to visit overseas.
Programme Aims:

Summary

The core aim of this programme is to help the student become a highly informed independent thinker and creative media producer who understand the potential behind the convergent nature of current and future media fields. The programme will provide the student with the digital skills and knowledge of media production in the very widest sense. This is coupled with research and study into key themes, ideas and theories relevant to media, the arts, culture and the wider social sphere.

Everything the student will encounter on the programme, both creatively and academically, and will stretch their knowledge and expand their experience. It will be through meeting these challenges that learning takes place. The student awareness, abilities, resilience and independence as a thinking, creative and ambitious media producer will grow and develop. This essential learning enables the student to become well prepared and a strong candidate for their chosen career path. The student will be supported and guided throughout the programme, growing in confidence and independence as they foster their own sense of identity as an media producer and creative thinker.

The programme has been structured to provide a highly supportive and progressive route of fundamental skills and knowledge at Level 4, to opportunities to expand their awareness and engagement with media, methods, ideas, and themes at level 5. Finally, at Level 6, students will then be able to develop and refine their work towards a fully realised creative projects.

The Subject Specific Programme Aims

BA (Hons) Media Production has been designed to provide students with a diverse range of experiences that can be put to use in creative cultural, social and professional contexts as well as being transferrable to many other spheres of work and career aims. As well as furnishing the student with a wide range of practical media production future proof digital skills and critical understanding. Through this learning journey, the student will be able to think critically and creatively engage with complex problems and finding working solutions. Students are encouraged to deliver ideas and approaches that challenge convention and engage with important cultural themes and social issues.

The overall aims of the programme are to:

- Produce employable graduates that demonstrably challenge orthodox/current media practices within media production through original content creation and the methods by which it is produced; and who possess critical, scholarly ability, insight and opinion regarding contemporary media practices, issues and futures.

- Produce graduates with an understanding of the economic context of media production who can apply appropriate professional approaches when dealing with clients, audiences and markets.
• Produce graduates who have a critical understanding of the importance of convergent practices within contemporary digital media industries.

• Produce graduates who are able to work effectively both in teams and independently.

• Produce graduates who have a suitable range of research skills, both practice-based and scholarly.

• Produce graduates with identified areas of professional strength, whilst possessing a multidisciplinary skillset.

These aims are integrated across the whole programme and synthesised in participants’ final year projects. They form the basis of the learning outcomes for each module, and thus relate directly to the delivery of the programme as a whole.
SECTION THREE: Programme Learning Outcomes

Programme Learning Outcomes are described in terms of knowledge and understanding, intellectual skills, practical subject specific skills and transferable skills.

Knowledge and understanding

Level Four
1. Explaining the historical development of media and cultural forms in a local, regional, national, international/global context.
2. Understanding how the related technology informs practical production.
3. Beginning to understand the complexities of logistics and associated topics within production.

Level 5
1. Assessing the ethical issues related to study.
2. Broadening awareness of audience, media markets and consumption.
3. Reflecting on and evaluating the understanding of the professional world.

Level 6
1. Making media products to professional standards.
2. Confidently articulating your knowledge and understanding as an independent learner.
3. Contributing to a range of critical debates in both written and verbal form.

Intellectual skills

Level 4
1. Providing a rationale for the selection of approach, evaluating analytical practices, theories and synthesising approaches.
2. Evaluating the production process by selecting the most appropriate methodologies to accomplish the appropriate outcome.

Level 5
1. Confidently and competently advance arguments based on research and evaluation of academic reading.
2. Articulating the understanding of the various roles, which make up a production team.
3. Assessing the national and international contexts of media.

Level 6
1. Communicating ideas with clarity, persuasiveness and accuracy.
2. Critically evaluating your own abilities and behaviors in a professional context.
3. Having the ability to act with increasing levels of autonomy.
**Subject specific skills**

**Level 4**
1. Working flexibly both independently and in a group.
2. Evaluating your creativity and technical understanding of the production process.
3. Understanding the different elements, tools and practices within production.
4. Having the ability to develop concepts.

**Level 5**
1. Advancing convincing, clearly referenced argument, in written/oral forms, drawing on/challenging arguments from other authors.
2. Synthesising and selecting appropriate tools and sources of information.
3. Evaluating operational aspects of digital media production and professional practice.

**Level 6**
1. Evidencing competency and your digital technical understanding within practical acquisition.
2. Identifying specific areas of interest within media practice.
3. Critically evaluating and reflecting upon your intellectual skills and creativity.

**Transferable skills**

**Level 4**
2. Confidently and competently organise directed projects, time management and effective workload management in order to deliver to deadlines.
3. Understanding the importance of the individual within group production workflows.

**Level 5**
2. Retrieving and generating information and evaluating sources in carrying out independent research and practical enquiry.
3. Work effectively with others and identify opportunities for collaboration with related fields of practice.

**Level 6**
1. Confidently promoting the skills and achievements gained on the degree.
2. Engaging as part of production team to enhance a co-operative approach to learning and working.
3. Work productively within a creative team, through clear communication, cooperation and collaboration with all key areas of the production pipeline.
SECTION FOUR: Programme Structure & Curriculum

The modules that make up the programme are designed to help you develop the digital skills and knowledge to achieve a professional standard in the practice of production-based activity. You will also develop study skills, research skills and organisational skills that can be transferred to a wide range of creative pursuits.

Level 4
Core
Write This Way (20 credits)
- Class based delivery.
- Projector + white board.
- Bookable macbooks with Final Draft software installed to enable students to produce course work for assessment.

Radio ID (20 credits)
- Radio Production Studios.
- Mac lab with Adobe Creative Suite.
- Projector + white board.
- Audio recording equipment.

Small Screen Big Ambitions (40 credits - through)
- TV Studio + Gallery
- Mac lab with Adobe Creative Suite.
- Projector + white board.
- Digital video cameras and equipment.
- Audio recording equipment
- Lighting equipment.

Digital Symbiosis (40 credits - through)
- Mac lab with Adobe Creative Suite.
- Projector + white board.

Level 5
Core
Voice Of Reason (20 credits)
- Radio Production Studios.
- Mac lab with Adobe Creative Suite.
- Projector + white board.
- Audio recording equipment.

Focusing On The Facts (40 credits - through)
- TV Studio + Gallery
- Video editing suites (student bookable resource)
- Mac lab with Adobe Creative Suite.
- Projector + white board.
- Digital video cameras and equipment.
- Audio recording equipment
- Lighting equipment.

**Interfacing with the Truth** (40 credits - through)
- Mac lab with Adobe Creative Suite.
- Augmented Reality software
- Projector + white board.
- Apple iPads

**Optional

**From Premise to Page** (20 credits)
- Class based delivery.
- Projector + white board.
- Bookable Macbooks with Final Draft software to enable students to produce course work for assessment.

**Researching The Audience** (5MR507 - 20 Credits)
- Class based delivery.
- Projector + white board.

**Placement Year** *(Optional)*

**Applied Professional Practice** - optional (40 credits - through)
- Industry based practice.

**Contemporary Issues in Professional Practice** - optional (20 credits - through)
- Course resources.

**Level 6**

**Core**

**New Horizons** (40 credits - through)
- Mac lab with Adobe Creative Suite.
- Video editing suites *(student bookable resource)*
- Projector + white board.
- Digital video cameras
- Audio recording equipment
- Lighting equipment.
- Apple iPads
- Access to radio studios
Optional

**Choose two of the following modules:**

**Appification Of Television** (40 credits - through)
- Mac lab with Adobe Creative Suite.
- Projector + white board.
- Apple iPads
- Large portable HDTV (No bigger than 50 inches)

**Levels of Persuasion** (40 credits - through)
- Mac lab with Adobe Creative Suite.
- Augmented Reality software
- Projector + white board.
- Apple iPads

**Dramatic Direction** (40 credits - through)
- TV Studio (no gallery)
- Video editing suites (*student bookable resource*)
- Mac lab with Adobe Creative Suite.
- Projector + white board.
- Digital video cameras and equipment.
- Audio recording equipment
- Lighting equipment.

**Sounds Dramatic** (40 credits - through)
- Radio Production Studios.
- Mac lab with Adobe Creative Suite.
- Projector + white board.
- Audio recording equipment

**Advanced Documentary Production** (40 credits - through)
- TV Studio (no gallery)
- Video editing suites (*student bookable resource*)
- Mac lab with Adobe Creative Suite.
- Projector + white board.
- Digital video cameras and equipment.
- Audio recording equipment
- Lighting equipment.

**Awards**

A Certificate of Higher Education will be awarded for 120 credits achieved.
A Diploma of Higher Education will be awarded for 240 credits achieved.
A BA (Hons) will be awarded for 360 credits achieved.
## Programme Module Structure MEDIA PRODUCTION

### Level 4 NEW Entertainment

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<td>Write This Way 20 credits (Core)</td>
<td>Radio ID 20 credits (Core)</td>
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<tr>
<td>Small Screen Big Ambitions 40 credits (Core)</td>
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<td>Digital Symbiosis 40 credits (Core)</td>
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### Level 5 NEW Factual Production

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<tr>
<td>Researching The Audience 20 credits (Optional)</td>
<td>From Premise to Page 20 credits (Optional)</td>
</tr>
<tr>
<td>Focusing On The Facts 40 credits (Core)</td>
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<tr>
<td>Interfacing with the Truth 40 credits (Core)</td>
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#### Placement Year (optional)

- **Applied Professional Practice** 40 credits (Optional)
- **Contemporary Issues in Professional Practice** 20 credits (Optional)

### Level 6 NEW Drama Production

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**Choose two of the following Modules**

- **Appification Of Television** - 40 credits (Optional)
- **Dramatic Direction** - 40 credits (Optional)
- **Sounds Dramatic** - 40 credits (Optional)
- **Levels of Persuasion** - 40 credits (Optional)
- **Advanced Documentary Production** - 40 credits (Optional)

**Diploma in Professional Practice (Optional)**
In addition to your BA (Hons) programme of study, you will have an opportunity to study the optional Diploma in Professional Practice, which is a standalone, separate Diploma, studied between your Level 5 and Level 6 experience.

The Diploma in Professional Practice (DPP) is an opportunity for you to take on a full-time work placement. It gives recognition to the learning you will gain in the workplace, and the year you spend developing skills and gaining experience. You will need to complete 38 weeks of full time employment, and submit work for two modules: the 20 credit module Applied Professional Practice and the 40 credit module Contemporary Issues in Professional Practice. Applied Professional Practice involves keeping a monthly journal; a report reviewing the work environment and two tutor visits. Contemporary Issues in Professional Practice requires that you submit a written report and a presentation, looking at different external issues that affect business.

All students on this period of professional practice are assigned an Academic Tutor together with a Supervisor, normally their Line Manager from the organisation. You will receive one visit at your host organisation by your Academic Tutor who will discuss your professional performance in the workplace. You will be required to stay in regular contact with your Academic Tutor. This can be done through Skype calls, for example. Where you are placed overseas, alternative arrangements for contact with their Academic Tutor will be made. Again, one of the most convenient methods of contact and support with your Academic Tutor can be Skype or FaceTime.

You will be required to access the on-line programme support material, which defines the rationale of the modules, the criteria that are to be used to grade the learning outcomes and details of the administrative aspects of the modules.

**Graduate Attributes:**

**Year 1: Curious & Adaptability**
The Pass/Fail nature of first year work will allow the student to explore new ideas and embrace the nature of research and speculative practice through risk taking and ‘positive failure’. Students at this level will acquire a broad knowledge base and be encouraged to investigate the importance of practice-based study, that will underpin all aspects of their ‘process’ driven taught experience, including study of the cultural, historical and theoretical perspectives of their specialist subject.

**Year 2: Resolute, Enterprising (entrepreneurship), Integrity**
The integrity of the student is reinforced in the second year. The student is encouraged to be confident and resolute in their creativity, and is developed through such practices as production pitches and live briefs, enabling the student to be able to defend and sell their ideas. Student will have a more experimentation and process based learning into a more assured professional approach to their study. Level 5 modules enable students to identify their strengths, career aspirations and self-confidence, including a period of professional work experience. Through these experiences, students will develop a distinctive personal voice aligned to their career aspirations and their consideration and understanding of audience and market.

**Year 3: Citizenship (External engagements)**
The final year student is expected to develop an awareness and appreciation of their place within the university and the wider community. The student will expected to engage with and create content that tackles subject matter through digital media narratives that spotlights matters of social concern. Further develops the students’ personal voice into a distinctive independent practice which enables students to pursue their ambitions in a changing World. Students will be required to engage with Independent projects and practical tasks and to transfer and apply their analytical skills to exercise their own judgement and manage their own scholarship. Emphasis will be placed on planning for the next phase of the students’ career trajectory through self-promotion and more advanced and developed critical analysis.

School Employability Framework:

Experiences and Networks
The Media Production programme promotes awareness of the students’ professional practice at each stage and a responsiveness of sector demands will be included in the module briefs. Throughout the students study, they will be encouraged to network within an area of the sector they feel most directed towards. This will give them invaluable contacts both on a professional and personal level and will inform the choices they make throughout the programmes of study and the appraisal of the opportunities available within the creative sectors. Currently students work with Rams TV, BBC Asian Network local digital agencies CG Media, Avit Media and also work on numerous live briefs from a wide range of community projects.

Confidence, resilience and adaptability
Everything the student will encounter on the programme, both creatively and academically, and will stretch their knowledge and expand their experience. It will be through meeting these challenges that learning takes place. The student awareness, abilities, resilience and independence as a thinking, creative and ambitious media producer will grow and develop. This essential learning enables the student to become well prepared and a strong candidate for their chosen career path. The student will be supported and guided throughout the programme, growing in confidence and independence as they foster their own sense of identity as an media producer and creative thinker.

Reflection and articulation
We will develop students that are able to independently reflect upon their own practice and identify and accurately communicate the strengths and weaknesses of their work, and be able to constantly improve and develop their practice. This development will support independent life long learning habits that will be conducive to successful careers.

Work experience is a mandatory element at L5 and will be studied in ‘Focusing on the Facts’.

Applied Learning/Work experience/Placements
The Media production programme currently has excellent external partnerships with local media outlets including Rams TV (Derby County F.C.), Avit Media, BBC Radio Derby, Boparan Trust among others. These partnerships offer invaluable learning experiences in professional and supportive environments.

Supporting academics and personal/academic tutors.
Through the use of the personal tutor system, we are able to tailor the project briefs and final outcomes closer to the students aspirations and personal direction. Through short group and individual sessions we are also able to offer direction and support in non academic matters, ie personal and pastoral care.

**Enterprise/Self –Employment.**
Media Production graduates will develop entrepreneurial skills through negotiated projects, live briefs and career guidance sessions and Continual Professional Development (CPD). Furthermore, their abilities will make them self starters, innovators and future industry leaders.

**SECTION FIVE: Learning & Teaching**

**Negotiated Learning and Learning Agreements**

**Learning and Teaching Methods**
The BA (Hons) Media Production degree incorporates a number of learning and teaching methods, such as:

- Digital skills development
- Project work
- Collaborative working
- Self-directed study
- Studio work.
- Seminars: These can be tutor-led or student-led and can include; discussion; critical analysis; planning and/or designing production work or group presentations; debates
- Tutorials: one-to-one sessions with a tutor to discuss the development of assignments.
- Screenings.
- Research exercises
- Formal Lectures
- Peer assisted learning and assessment
- Technology enhanced learning
- Live projects and competition briefs
- Industry partnerships and experience

The nature of this programme is that all students explore and develop highly individual responses to set briefs as well as negotiated and self-initiated projects. Whilst all students are required to satisfy the requirements of the programme modules the way in which each individual student can respond should be through their own aims and ambitions. As such, the identification, monitoring and achievement of ambitions, goals and achievements varies from student to student.

**Negotiated Study**
The diverse and variable nature of the learning and teaching strategies will create students who will become flexible, resilient and confident self-starting practitioners. The course is designed to accommodate individuals who have varied cultural, practical and theoretical perspectives.

The student’s individual direction will be formalised through the use of a personal learning agreement, as well as meeting the module and programme learning outcomes. Students will develop strong critical reflection skills to allow them to further improve their craft after graduation, and the ability to articulate their arguments and ideas in relation to their practice.

The aim of negotiation within modules is in line with the University’s Assessment Policy to provide a diverse range of assessment opportunities, and supports the personalisation of student learning through a process of negotiation with the module leader, programme staff and within a wider college perspective.

The students’ tutor will work with them through individual tutorial support as an individual or in small groups, to ensure that their negotiated learning agreement corresponds to the demands of any given module, the relevant learning outcomes and assessment criteria.

The programme’s learning and teaching strategy takes into account the personal needs and requirements of all students. By negotiation with students and sustained guidance and support, we are able to identify further needs that may arise as well as take account of changes and developments in Media Production.

The Media Production is part of a vibrant community of programmes within the College of Arts, Humanities and Education and wider University of Derby community. This can give rise to interesting collaborations and external projects that will be offered to the student over the course of their study as extra-curricular experiences and opportunities.

The University operates a careers and employment service which also posts extra-curricular opportunities and internships for College of Arts, Humanities and Education students through the Derby Creatives online portal created by the Careers Advisors dedicated to the College of Arts, Humanities and Education.

In addition to direct teaching by College staff, the University also makes use of blended learning through which the student will be able to enhance and progress their learning. Through the University’s online portal, the student will be able to access the university virtual learning environment which forms an important part of the delivery of the programme and provides a facility through which tutors can supply lecture notes and presentations, links to learning resources and information and announcements pertinent to your studies.

This also provides the student with access to email through which important information about their studies are disseminated.

This system also offers opportunities for students to share research, project work and ideas, and to facilitate on-going formative feedback from tutors. It is used to establish communities of practice.
within the cohort, with the use of programme based online forums, where you can share on-going project work and receive feedback and peer support. Importantly, often outside of formal University contact time.

Consultation with the student support services ensures that systems for the early notification of disabilities are fully utilised, so that appropriate action can be taken, from the outset, to help address and support particular learning needs. This includes ensuring that classroom facilities take into account any possible disabilities that you may have, checking that there is good disabled access to teaching and learning areas, and providing learning materials in a timely and accessible format. The team ensures that class discussions are managed so that students with hearing or sight impairments are not disadvantaged.

**Research & Ethics**

As a student you are required to comply with the University’s research governance and ethics principles. This is of particular importance when conducting research involving other people, e.g. for module assessments or independent studies.

Within the School of Arts typically ethical approval is normally considered as part of Level 6 studies. During Level 6, as a student you may be asked to complete an appraisal of ethical issues relevant to your project work. Where it is deemed necessary work will be referred to the School Ethics Committee.

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving individuals. Information on these principles can be found on the University’s web pages on Research Ethics

http://www.derby.ac.uk/research/uod/ethics/
SECTION SIX: Assessment

Assessment Strategy in School of Arts

The programme positively supports research and experimentation and positive failure through the use of a PASS/FAIL assessment system for all level 4 modules, and some Pass/Fail rubrics within level 5 and 6 coursework assessments. This process of supporting ‘failed’ ideas and research supports an holistic approach to assessment with a clear focus on ‘process’ and student learning during a module, as opposed to an emphasis on the final outcome.

Additionally PASS/FAIL will be packaged around a revised Learning and Teaching approach that will see:

- Increase formative feedback and balance of summative
- More feedback and different types of feedback
- Students to become co-creators
- More peer learning and more group work
- Facilitated independent learning
- Student to become influencers of the process
- Attendance monitoring (minimum requirement to be defined) to be introduced and this will be assessed as engagement in learning
- “Success” (i.e. grades) should be judged at the end of the BA course when the journey is complete
- Introduction of percentage grades in year 2

This programme operates within the University’s Regulatory Framework and conforms to its regulations on assessment.

Whilst some assessments are designed to demonstrate cumulative understandings and key skills, for example critical essays, presentations or production work, others require reflection on the creative production or learning process such as the completion of digital journals, research reports and formal cogent presentations.

Level 4

Level 4 of the programme introduces the fundamental elements of this broad subject area, alongside concept development and ideation. All modules will allow for experimentation with and focus on rudimentary problem solving, pre-production, practical skills acquisition and associated theories, alongside introducing career pathways and employment possibilities.

The goal of Level 4 study on the programme is to give the student a solid grounding in the techniques and skills that will be employed throughout the programme and during their career. There is particular focus on the initial development of tacit knowledge associated with the subject area through experimental, practical based elements.
Feedback is always constructive and encouraging whilst adhering to rigorous assessment criteria. Requirements for assessments progress each year, and assessments are designed to facilitate the meeting of the learning outcomes. So, for instance, at Level 4 you are expected to demonstrate an understanding of producing media artifacts for a specific audience, with a very specific brief in mind.

Level 5
At Level 5, the programme is designed to advance your awareness of the subject and your individual creative potential within it. Larger 40 credit modules allow greater scope for you to progress your personal working methods, practical skills and industry standard methodologies, whilst also developing further skills in ideas and concept generation. Personal reflection and professional direction is embedded within modules with practical outcomes, with greater emphasis on collaborative working and wider production processes.

The student will be able to analyse these new skills and experiences within a more professional and theoretical framework, and at Level 6 you will be able to cogently explain and critically evaluate your own ideas, productions and delivery of media artifacts within a more professional and experimental framework.

On-going tutorial support sessions and formative feedback at this level will enable you to begin identifying areas of interest and specific career paths within the creative industries. There will be opportunities to make links with industry and professional practitioners in your subject area. This knowledge coupled with further opportunities for objective, self-reflection will enable you to make informed decisions, in the later part of Level 5, as to areas of focus of Level 6 study and potential career pathways within broader creative subject areas.

Work Experience

Work experience is a mandatory element at L5 and will be part of the module ‘Focusing on the Facts’, and may involve a wide range of practices and activities, and can be both internal and external. For example, the creation of media artefacts for the college marketing department, through to working on Live TV broadcast for Rams TV at Derby County F.C.

Level 6
At Level 6 the student will be assessed on a body of practical project work and written elements that evidence their understanding of the subject, and the ability to contextualise their practice. At Level 6 the programme aims to enable the student to critically evaluate their own work, analyse the historical and contemporary context of it, and through critical self-reflection, be able to progress their practical outcomes with individuality and self-confidence.

The BA(hons) Media Production programme aims to enable the student to resolve complex problems with independence of thought, professionalism and critical awareness, in relation to strategies and creative solutions to practical outcomes. The programme aims to enable the student to create outcomes to a high standard using self-reliance, personal planning, collaboration with other creatives and individual methodologies. To this end, the 40 credit New Horizons module throughout the final
year allows the student to generate a wide reaching and challenging project that reflects the nature of their professional direction within the Media Industries.

Each module will also provide the opportunities for formative assessment of your progress in that module. This may consist of tutorials, presentation of work in progress, or other methods through which you will be able to access feedback on your progress.

Assessment deadlines guidelines for submitting work and specific marking criteria are provided via module handbooks at the beginning of the semester for each module you will study. The programme handbook also details the University’s undergraduate marking scheme as used by the programme. Feedback on coursework will normally be returned to you in approximately three weeks from receipt by the marking tutor(s). You are also encouraged to make tutorial appointments, so that you can discuss your assignments in the preparation stage – a level of academic support enhanced by the specific formative assessment strategy on many of our modules - and receive additional feedback on marks.

Quality of marking is assured by internal and external moderation

**Assessment Workloads**

The module system employed in this programme makes use of “through modules” that take place across the whole of the academic year. This means that we are able to stagger requirements for work throughout both semesters and provide the student with effective means of managing their workload and preparation for final assessment towards the end of the academic year.

The student's ability to achieve in their assessments will, inevitably, be directly linked to their engagement with the module and dedication to their own learning. Consequently, attendance, punctuality, contribution to activities, and the student's ability to work independently will have a positive impact on their learning, and consequently their final grades.

**Module Handbooks** are key documents for your understanding of and engagement with the programme. Each module handbook will include a module specification that outlines the requirements and scope of the module; teaching, delivery and activities that the student will engage with; assessment deadlines (both formative and summative); contact details for all staff involved (academic, technical, supportive) in the delivery of the module.

Of vital importance are the learning objectives and assessment criteria:

**Learning Objectives** describe the knowledge and skills that the student are expected to be able to demonstrate at the completion of each module.

**Assessment Criteria** are used to assess the quality of the work the student will submit for assessment and the level of their achievement and attainment demonstrated by this work.

Each module handbook will have online links to aspire which will direct students to relevant and recommended reading, and other supportive/associated information selected and identified by the module tutors as being key to their learning and enrichment.
In keeping with the University’s Learning, Teaching and Assessment Strategy, assessment and feedback will be designed to be formative as well as summative, providing the student with motivation for further learning and recognition of their continual progress and development. **Summative Assessment** is used to indicate the extent of the students success in meeting the requirements of the module as stated by the learning outcomes. To measure this, and to ensure accuracy and parity, the work that students submit for summative assessment is assessed against the assessment criteria as published in the module handbook.

**Formative Assessment** takes place throughout the module and has a vital developmental purpose. It does not contribute to the students final grade for the module. Instead, it is advisory and supportive and designed to help the student learn more effectively by giving them feedback on their performance and how this can be improved and developed further. In so doing, it lends students free reign to experiment, to engage with new methods, take risks prior to the production of work for summative assessment. Examples of our formative assessment strategies include interim group critiques, producing learning agreements, submission and feedback on draft documents, and interim peer-led events when work in progress and all supporting and planning work will be presented and discussed.

This programme operates within the University’s Regulatory Framework and conforms with its regulations on assessment.

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This important aspect of your learning will be addressed in the academic modules from stage 1 and reiterated throughout the programme. This is of importance when conducting research and production of work involving and representing other people. Information on these principles can be found on the University web site at www.derby.ac.uk/research.

**SECTION SEVEN: Admission**

For information relating to admission and entry tariffs please refer to the University’s website. [http://www.derby.ac.uk/study/apply/](http://www.derby.ac.uk/study/apply/)

For international applications and information relating to fees please refer to the University’s website. [https://www.derby.ac.uk/undergraduate/fees-and-finance/](https://www.derby.ac.uk/undergraduate/fees-and-finance/)
SECTION EIGHT: Student Support & Guidance

Prior to the start of studies, a week long induction programme will be run before formal lectures begin, in which the students will receive a programme handbook containing essential information about their studies and available support services (the information is also online on the University module webpage).

During this induction week the student will also receive information about the electronic library services, access to equipment center and how to book equipment for loan, data resources, module information as well as other University support services and regulations.

The student will meet the programme team that consists of the programme leader and module leaders at each stage, and will be introduced to their Year Tutor, who will be a member of the teaching team. They will provide the student with support and guidance as appropriate in relation to their activities. In addition, the student will be allocated a Personal Tutor who will monitor their progress and support and advise them on their study and welfare/pastoral issues (details found in the Programme Handbook).

There is a clear link between their wellbeing and academic success. Our excellent Student Wellbeing team can support the student with anything that may impact on them, their academic performance or their experience as a student, and will work with them from the earliest opportunity, to enable them to have the support that they need for their studies.

If the student is fostered, a care leaver, or have had an experience of living in care, support and guidance is available from the time of their application through to completion of their studies.

W: www.derby.ac.uk/student-wellbeing
E: studentwellbeing@derby.ac.uk
T: 01332 593000

The Student Voice

The BA (Hons) Media Production programme team pride themselves on the excellent relationship we have with our students. The success and reputation of the programme, and also the University itself, rests on the success of the student. Their success will depend upon the quality of their experience as a student on the programme and at the University. We want all students to be proud of having studied Media Production at Derby and to recognise and celebrate the journey of their learning and all that they have achieved.

Therefore communication between students and the programme team is of vital importance to ensure that all students have a meaningful and rewarding experience on the programme and that they feel confident that they can succeed. The student voice is vital in facilitating this.

There are a number of ways that students can feedback, raise issues and make suggestions to the programme team. The student can do so directly by discussion with their year tutor, personal tutor or programme leader.
One of the most effective methods is by the use of Student Representatives as member of the Union of Students. Student Representatives play a vital role in the procedures for ensuring the quality and smooth running of the programme and can raise both concerns and areas of satisfaction at these meetings. The role of students reps is to gather feedback on issues, concerns, successes and glories from other students in the reps year group. These issues can then be discussed in confidence with the Programme Leader in regular meetings with reps from the other year groups. The issues raised can then be discussed with the programme team and acted upon, if and when possible, in a prompt, discreet and effective manner. Progress and solutions can then be channeled back to students by Student Representative.

Student reps will also attend regular Programme Committee Meetings held throughout the year in order to review and continually monitor the operation of the programme. Any intended changes to the programme should to be approved by the Programme Committee and these changes can, in turn, be communicated to the student body by the student representatives.

The University also operates several annual surveys to which you will be invited to participate.

SECTION NINE: Employability

The programme maintains numerous links with media and media related industries and puts practice directly at the heart of all the academics engaged in the programme. These links are established through the contacts of staff, many who still remain actively working in the industry, and through the College Professional Advisory Forum which meets with a panel of local contacts in a range of cultural and creative industries.

Once the student develops skills that can be utilized by external organization they will be given the opportunity to produce content for these media outlets, such as the Derby Telegraph, Avit Media, BBC Radio Derby, Derby County Football Club, Derby Jazz and other historical and heritage centres within and around the city.

During their time with us, the student may also be presented with the opportunity to undertake an Internship within a professional organisation working in their field of interest. In general, such Internships are normally undertaken during the Summer Vacation period, or as an optional year long placement leading to a diploma in Professional Practice.

The Programme Leader may contact the student directly with Internship opportunities, or else they may wish to negotiate an opportunity directly with an employer of their choosing. In such cases, the Programme Leader will work directly with the student to ensure that the interests of all parties are protected and that the student will gain the maximum benefit possible from the experience.

The student will also have opportunities to respond to live briefs and to apply for competitions and awards. We also encourage students to explore opportunities to assist established media practitioners in order to gain experience and knowledge of the practices that lie behind the production of professional work, projects and commissions.
Introducing the student to individual development will begin during induction week, and supported throughout the programme by the Personal Tutor system and delivery of modules. From the onset of the student’s programme of study, they will be expected to identify and reflect upon their learning needs, and manage their studies through self-directed planning and effective management of time, finances and physical resources.

The student will be assigned to a personal tutor who will further support their ability to think about and plan their studies and development of suitable qualities for employment. The broad role of the personal tutor is to offer pastoral guidance and support along their journey in a structured manner (note: personal tutors will not replace the role of programme or module leaders, who provide subject-related or assignment support).

The student will make good use of the excellent University Careers Service, attend careers talks, presentations, events and access their careers counselling service to explore and make plans to prepare for their future career. The University also offers excellent training for self-employment.

SECTION TEN: Post Programme Opportunities

The course will prepare the student to take on a wide range of different roles within an ever changing media landscape, dealing with the development of digital content for both traditional and convergent media platforms. The student will graduate from this course as a professional who not only understands the production process but who is also an expert in content production. Graduates will be equipped to work with media and communications in a wide range of industries.

As a media graduate the student will be ideally suited to work independently to create media artefacts in many small, medium and large organisations. However, the eclectic range of skills the student will develop on this degree also puts them in a unique position to manage many other enterprise/entrepreneurial projects where their specialist area(s) are combined with a wide range of other disciplines.
SECTION ELEVEN: External Links

The programme maintains numerous links with media and media related industries and puts practice directly at the heart of all the academics engaged in the programme. These links are established through the contacts of staff, many who still remain actively working in the industry.

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