



**Course Handbook**  
**BSc (Hons) Media Production**  
**2020/21**  
**Course Leader: Rob Griffiths**  
**School of Journalism, Media and Performance**



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

## Contents

Contents.....	3
1..... Welcome to the course .....	3
1.1 Rationale, aims and learning outcomes of the course.....	3
1.2 Course Team.....	3
1.3 Expertise of staff.....	3
1.3.1 Rob Griffiths .....	3
1.3.4 Adam Robson.....	4
1.3.5 Jonathan Kemp .....	4
1.4 Academic Advisor.....	4
1.5 Administration details .....	4
1.6 Communication .....	4
1.6.1 Email.....	5
1.6.2E-learn (Blackboard).....	5
1.7 External Examiner .....	5
2..... Structure of the course .....	6
2.1 Overall structure .....	6
2.2 Modules available.....	6
2.3 Course requirements .....	6
2.4 Progression Information .....	6
2.5 Study Time .....	6
2.5.1 Weekly timetable .....	6
2.5.2 Expected hours of study.....	6
2.5.3 Attendance Requirements.....	6
3..... Approaches to teaching and learning .....	7
3.1 Learning and teaching methods .....	7
3.2 Study skills.....	7
3.3 Learning resources.....	7
3.3.1 Learning Information Services (LIS).....	7
3.3.2 Electronic Resources .....	7
3.4 Personal development planning .....	7
3.5 Preparing for your career.....	8
4..... Student Support.....	8
4.1 Academic Advisors .....	8
4.2 Students with disabilities .....	8
4.3 Students' Union One Stop Shop.....	9
5..... Assessment .....	9
5.2 Notification of assignments and examination arrangements .....	9
5.3 Referencing .....	9
5.4 Cheating, plagiarism, collusion or re-presentation .....	9
6..... Classification of Awards.....	11
7..... Student Feedback.....	11
8..... Appendices .....	13

## 1 Welcome to the course

Welcome to UCLan, and to your course. We hope you will enjoy your time here and achieve your aims. This handbook is for new students on the BSc (Hons) Media Production course at UCLan. The handbook is intended to be a source of information on the academic and administrative aspects of your course, so please keep it safe for the remainder of your time at UCLan.

The handbook will have different uses at different times. You should become familiar with what is in it but not necessarily read it from cover to cover to start with. You should have looked through it in the first week and read most of it in the first three weeks. If there is anything you do not understand, please ask us about it. By reading this handbook now and referring to it in the future, it will help you to gain maximum benefit from your course and help you adjust to life in the University. This course has evolved since 1991 when the first 'Media Technology' modules were available as a route on a Combined Studies course. As such, UCLan has the longest running 'Media Technology' programme in the UK. The programme now consists of three closely aligned honours degrees in 'Media Production', 'Web Design and Development' and 'Television Production'. The course title has undergone subtle changes over its history, but in 2014 the course title became BSc(Hons) Media Production.

### 1.1 Rationale, aims and learning outcomes of the course

The course is of a technical nature, and aims to give you knowledge and understanding of how the technology behind the media works, along with production skills in the various areas. This enables you to make best use of the technology in a creative environment and also to assess and assimilate new technologies as they emerge.



The aims of the BSc (Hons) Media Production course are fully stated in the Programme Specification (section **Error! Reference source not found.**). These aims are for students to:

- Provide an understanding of a broad range of media technologies and production processes.
- Gain a deeper understanding of some media technologies and production processes.
- Develop an analytical approach to solving media-related problems
- Generate a body of work which demonstrates high technical and creative standards in media production.
- Develop skills and knowledge of organisation, interpersonal communication and legal/ethical compliance.
- Develop skills that facilitate continuing personal and professional development

On successful completion of the course, you will be awarded a **BSc Honours Degree in Media Production**. If you do not fully complete the course, or have to withdraw from University, it is possible that you may be awarded an alternative award. See the Programme Specification (section **Error! Reference source not found.**) for details of these, or speak to your course leader.

#### Course Team

Rob Griffiths	ME330	01772 89 516	<a href="mailto:rjgriffiths1@uclan.ac.uk">rjgriffiths1@uclan.ac.uk</a>
Adam Robson	ME330	01772 89 3907	<a href="mailto:arobson5@uclan.ac.uk">arobson5@uclan.ac.uk</a>
Jonathan Kemp	ME201	01772 89 5965	<a href="mailto:jkemp4@uclan.ac.uk">jkemp4@uclan.ac.uk</a>

### 1.2 Expertise of staff

#### 1.2.1 Rob Griffiths

Rob Griffiths is course leader and teaches on modules across all years of the Media Technology subject area, leading modules in areas such as video production and programme design. Rob's industry background is the world of Television Engineering and he

has an active interest in the design of Television Studios and Broadcast Systems regularly attending national and international broadcast technology conferences to help keep up to date in this field. Rob is a member of several European Broadcasting Union working groups including the group on Ultra High Definition Television Systems. As well as technical qualifications Rob holds a PGCE, a Master's in Education and is a Fellow of the Higher Education Academy.

### 1.2.2 Adam Robson

Adam teaches on the multicamera studio modules and is the course Leader of BA (Hons) Television Production. Adam is presently active in industry working as a freelance camera operator, editor and content producer. Adam gained an MA in Media Production in 2003 and completed his post graduate teaching degree in 2005, he has taught Media Production for ten years. Adam has 15 years Media industry experience working for clients across the UK and is currently the director of a large independent Live multi-camera sports filming crew working across England Ireland & Scotland. Adam has also produced content for Sky Active Channel and produced a series of popular Mixed Martial Arts TV shows for My Channel. Adam has a keen interest in location web broadcasting and multi-camera event capture.

### 1.2.3 Jonathan Kemp

Jonathan teaches on a range of modules across the Media Technology area including, video production, post production, multimedia production and audio production. Jonathan has a Master's degree in film and is a keen filmmaker with directing credits on a number of independent films.

## 1.3 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



### 1.5 Administration details

Course Administration Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

## Computing and Technology Building

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

## 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread

### 1.6.1 Email

You can access your UCLan email account by using any web-browser:

➤ [www.uclan.ac.uk/mail](http://www.uclan.ac.uk/mail)



You should check your emails at least once a day during term-time. Sometimes, we may contact you via SMS text message (for example if classes are subject to last minute changes) and, at certain times, you may receive information via post, so please keep your contact information up-to-date via “myUCLan” on your Student Portal.

➤ <http://my.uclan.ac.uk>

#### 1.6.2E-learn (Blackboard)

Learning at UCLan is supported by a Virtual Learning Environment (VLE) called E-learn (Blackboard). This is a web-based platform on which we publish assignments and teaching materials, and it is often the place where you will submit work electronically for assessment. There will usually be an E-learn (Blackboard) area for each module you study.

You can find E-learn (Blackboard) on the left-hand panel of your Student Portal, under the Course Information tab (see “Image i. The Student Portal” on page 10).

### 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. The reports from the External Examiner are available for you to read via E-learn (Blackboard).

The External Examiner(s) will also view a sample of student coursework for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks as well as some work that achieved grades in the middle range.

➤ *Mrs Lorna Dean Gibbs Bucks New University, High Wycombe*

## **2 Structure of the course**

### **2.1 Overall structure**

There is also a foundation entry route whereby students undertake 120 credits at level 3 prior to commencing the three year degree programme. Details can be found in the programme specification in section 8.

### **2.2 Modules available**

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

### **2.3 Course requirements**

The modules which must be studied in order to complete the course are shown in the programme specification at the end of this document. There are a number of exit awards for students who do not complete the full BSc (Hons) course; the requirements for these are also listed in the full Programme Specification.

### **2.4 Module Registration Options**

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

### **2.5 Study Time**

#### **2.5.1 Weekly timetable**

A timetable will be available once you have enrolled on the programme, through the student portal.

#### **2.5.2 Expected hours of study**

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per credit. This equates to forty hours per week for full-time students.

Therefore, for each of the six modules a typical first-year student would take, you should conduct 3 to 4 hours of private study in addition to the timetabled classes.

This private study may involve independent or group study, and you will have to carefully schedule and manage this workload in order to preserve a balance between University and the rest of your life. One piece of advice that progressing student often offer to new students is this: don't leave assignments until the last minute! Start them as soon as you receive them!

Try to be disciplined about a regular commitment of time and work for each module each week. If your participation in the course is limited to the classes you attend, you are probably not doing nearly enough work. If you are ever uncertain about how you should be devoting time to the course, please speak to your Academic Advisor.

#### **2.5.3 Attendance Requirements**

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

C & T Hub / C & T Building Room 235

If you are an international student then you have responsibilities under the UK Border Agency (UKBA) Points Based System (PBS) - you must attend your course of study

regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

### **3 Approaches to teaching and learning**

#### **3.1 Learning and teaching methods**

Learning and teaching methods vary quite widely from module to module and from week to week. There are some formal lectures, workshops, screenings, review sessions, seminars, directed study, demonstrations, guided practical sessions and simulated/live project briefs as individuals or in teams.

Many classes are supported by material on E-learn (Blackboard) which you are expected to access before, after or during the classes.

At level 4 (first year) you will find that the work is quite guided and should enable you to acquire a broad knowledge and skills base.

At level 5 (second year) you will acquire more specialist knowledge and skills and will be applying them in more complex situations. By level 6 (third year) you will be consolidating and extending your knowledge in real-world situations, applying your problem-solving skills to solve complex problems and making your own decisions on what you need to learn next.

You will notice that students of other courses may be sitting beside you in the modules that you take, particularly in the first year. The overlap between this course and other courses is a deliberate feature of the course. You will be expected to interact with and share knowledge and expertise with your peers from partner courses.

This is for several reasons:

- There is a very important need for 'multi- skilling' in the modern media industry.
- Practitioners will commonly be collaborating with experts across the disciplines of video, audio, multimedia and interactivity.
- People working exclusively in one media should have some knowledge and understanding of the technology and working practices of other areas.

#### **3.2 Study skills**

Study Skills - 'Ask Your Librarian'

[https://www.uclan.ac.uk/students/support/study/it\\_library\\_trainer.php](https://www.uclan.ac.uk/students/support/study/it_library_trainer.php)

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

Study skills are very important for your life here at UCLan. Your Academic Advisor will be guiding you through the range of support opportunities at the university, including WISER (Walk In Study Enhancement through Review). This is a service that can help you adapting to life at the university as well as helping you organise yourself. They offer a wide range of non-subject specific study support and advice.

➔ [www.uclan.ac.uk/students/study/wiser/index.php](http://www.uclan.ac.uk/students/study/wiser/index.php)

### **3.3 Learning resources**

#### **3.3.1 Learning and Information Services (LIS)**

The best place to start when exploring the Library resources available to you is;



- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

For information about Learning Information Services, please refer to the Student Handbook.

### 3.3.2 Electronic Resources

For information about Electronic Resources, please refer to the Student Handbook.

## 3.4 Personal development planning

Personal Development Planning (PDP) is a process of reflection on learning, performance and achievement, and the planning for personal, educational and career development. PDP is where you review, plan and take responsibility for your own learning. You have already done some PDP in selecting and enrolling on this course. Some of the compulsory modules include assessments in which there is a formal assessment of your ability to reflect upon and strategically develop your skills, but to be effective, it must be self-initiated, and conducted with honesty and realism.

## 3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability integrated into it at every level.

Many of the assignments will be devised to develop the skills that employers look for. There will also be many opportunities to work on client- based projects. Whenever we receive opportunities of extra-curricular placements, employment or work-experience, these will be relayed to you by your Academic Advisor.

You might also look for relevant summer work in the media industry.

## 4 Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

### 4.1 Academic Advisors

Your Academic Advisor is here to provide you with academic support and guidance during your course. Your Academic Advisor will:

- offer academic advice throughout the year
- monitor your attendance, progress and attainment through the year
- help you assess your progress
- advise on progression issues such as option choices
- in some instances, refer you to the module leader for clarification of detailed academic problems
- offer personal support, referring you to relevant University support services where appropriate
- advise you in the context of any disciplinary matters.
- It is up to you to make appropriate use of your Academic Advisor. You are expected to:
  - make sure you know who your Academic Advisor is and how to contact them
  - make sure they know who you are
  - make appointments to see them if you have course-related issues you need to discuss
  - watch out for emails asking you to make appointments or attend meetings with them
  - turn up for meetings and/or respond to re- quests for information.

## **4.2 Students with disabilities**

The School's disability advisor is David Dennison - [DDennison@uclan.ac.uk](mailto:DDennison@uclan.ac.uk)

## **4.3 Students' Union**

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

# **5 Assessment**

## **5.1 Assessment Strategy**

An important part of university life is being able to successfully manage multiple deadlines. Because you are taking several modules per year, and because deadlines are usually scheduled towards the end of the semester, it is likely that you may have several pieces of work to finish and hand in on the same day. This is not a good excuse for late submission of work, or non-attendance at classes. Please make use of a diary or planner to ensure that you start assignments early and divide your energies between all the work you need to do. Assignment submission details will be available from your module leaders.

## **5.2 Notification of assignments and examination arrangements**

Module Leaders will distribute information about assessment dates and deadlines, as well as the methods of assessment used throughout the module.

Assessments may be practical assignments and exams of various types. You may be asked to complete a computer-based assignment, to maintain a reflective journal, or submit an audio/ visual piece. You will often work in groups and make group presentations but you will usually write up and submit work individually so that you gain credit for your contribution. Peer group assessment of 'crit' sessions or presentations may form part of the overall assessment of the work.

The assignment brief/specification will state how and when you must submit the work. Lecturers will rarely accept submissions by email, so make sure you leave enough time to export videos, print reports or upload them to the relevant submission platform, depending on the requirements of each assignment. If the module includes examinations, these will appear on your electronic timetable

## **5.3 Referencing**

You are expected to reference all your sources of information in your assignments. You will receive guidance on this in the first few weeks of the TE1000 Contextual Studies module. Music, video, pictures and words are all protected by copyright laws. We expect that all students will respect these laws, and seek permission to re-use any media from the copyright holder. Some creators grant the re-use of their work via Creative Commons licenses. Even when you have permission, you must never present somebody else's work as if it was your own creation, otherwise you may be accused of plagiarism or cheating.

## **5.4 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all

summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

### **5.6 How do I know that my assessed work had been marked fairly?**

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades, but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

## **6 Classification of Awards**

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

## **7 Student Feedback**

You can play an important part in the process of improving the quality of this course through the feedback you give.

Formal mechanisms for obtaining your opinion include the following:

- MEQs – Module Evaluation Questionnaires are circulated towards the end of each module; you are asked to complete the questionnaire anonymously;
- SSLC – The staff/student liaison committees, meet every semester and your course reps attend;
- NSS - The National Student Survey (during semester 2 for students in their 3rd year of study);
- SSS – UCLan's survey of all undergraduates not in their final year

### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

## 8 Appendices

### UNIVERSITY OF CENTRAL LANCASHIRE

#### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

➤ **Sources of information on the programme can be found in Section 17**

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire
<b>3. University School/Centre</b>	School of Journalism, Media & Performance
<b>4. External Accreditation</b>	
<b>5. Title of Final Award</b>	BSc(Hons) Media Production
<b>6. Modes of Attendance offered</b>	FT / PT
<b>7. UCAS Code</b>	HP64 BSc/MedTec
<b>8. Relevant Subject Benchmarking Group(s)</b>	QAA 251 2008, Communication, media, film and cultural studies.
<b>9. Other external influences</b>	Skillset National Occupational Standards: Camera 2012; Editing 2013; Sound 2009; Production (TV & Film) 2012; Animation 2013; Law & Compliance for Broadcasting 2010.
<b>10. Date of production/revision of this form</b>	February 2018
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• Provide an understanding of a broad range of media technologies and production processes.</li> <li>• Gain a deeper understanding of some media technologies and production processes.</li> <li>• Develop an analytical approach to solving media-related problems</li> <li>• Generate a body of work which demonstrates high technical and creative standards in media production.</li> <li>• Develop skills and knowledge of organisation, interpersonal communication and legal/ethical compliance.</li> <li>• Develop skills that facilitate continuing personal and professional development</li> </ul>	

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

Knowledge and understanding of:

- A1. the basic principles of several media production technologies, systems, techniques and professional practices
- A2. in-depth aspects of several media production technologies, systems, techniques and professional practices
- A3. the roles and responsibilities of practitioners in the creative industries

### **Teaching and Learning Methods**

Teaching and learning methods include lectures, seminars, directed independent study, demonstrations, guided practical sessions, workshops and project work. Progression through the programme will lead to an increasing emphasis on student self-direction and self-responsibility in the teaching and learning strategies deployed. Teaching and learning strategies will be focus on building knowledge, supporting critical understanding, providing practice experience, and encouraging critical reflection.

### **Assessment methods**

Written assessment methods include reports, essays, and written evaluations.  
Oral assessment methods include presentations, pitches, and via voces.  
Coursework Assessments include media-based project work and observed production activity.

### **B. Subject-specific skills**

- B1. the ability to ideate, develop, produce and deliver varied media products
- B2. the ability to produce work within the constraints imposed by the legal, ethical, and commercial structures of the creative industries
- B3. the ability to exploit varied technologies and processes to effectively manipulate image, sound, type or other digital media

### **Teaching and Learning Methods**

Teaching and learning methods include lectures, seminars, directed independent study, demonstrations, guided practical sessions, workshops and project work. Progression through the programme will lead to an increasing emphasis on student self-direction and self-responsibility in the teaching and learning strategies deployed. Teaching and learning strategies will be focus on building knowledge, supporting critical understanding, providing practice experience, and encouraging critical reflection.

### **Assessment methods**

Written assessment methods include reports, essays, and written evaluations.  
Oral assessment methods include presentations, pitches, and via voces.  
Coursework Assessments include media-based project work and observed production activity.

### **C. Thinking Skills**

- C1. analysis of media forms and user/audience requirements
- C2. evaluation and selection of appropriate resources and techniques required for specific tasks
- C3. evaluation students' own work and the work of others with reference to professional practices, user needs and conventions of form

C4. synthesis of varied media production methods to solve creative and technical problems

**Teaching and Learning Methods**

Teaching and learning methods include lectures, seminars, directed independent study, demonstrations, guided practical sessions, workshops and project work. Progression through the programme will lead to an increasing emphasis on student self-direction and self-responsibility in the teaching and learning strategies deployed. Teaching and learning strategies will be focus on building knowledge, supporting critical understanding, providing practice experience, and encouraging critical reflection.

**Assessment methods**

Written assessment methods include reports, essays, and written evaluations.  
Oral assessment methods include presentations, pitches, and via voces.  
Coursework Assessments include media-based project work and observed production activity.

**D. Other skills relevant to employability and personal development**

- D1. the ability to manage time, personnel and resources effectively
- D2. the ability to retrieve, generate, organise, evaluate and exploit information
- D3. the ability to communicate effectively in a variety of ways in varied situations
- D4. the ability to work effectively in a group or team

**Teaching and Learning Methods**

Teaching and learning methods include lectures, seminars, directed independent study, demonstrations, guided practical sessions, workshops and project work. Progression through the programme will lead to an increasing emphasis on student self-direction and self-responsibility in the teaching and learning strategies deployed. Teaching and learning strategies will focus on building knowledge, supporting critical understanding, providing practice experience, and encouraging critical reflection.

**Assessment methods**

Written assessment methods include reports, essays, and written evaluations.  
Oral assessment methods include presentations, pitches, and via voces.  
Coursework Assessments include media-based project work and observed production activity.

13. Programme Structures*				14. Awards and Credits
Level	Module Code	Module Title	Credit rating	
Level 6	AV3500	<i>One-hundred and twenty credits from:</i> Advanced TV Production & Technology	40	<b>Bachelor Honours Degree Media Production</b> Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6  <b>Bachelor Degree Media Production</b> Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6
	TE3078	Advanced Lighting Practice	20	
	TE3775	Professional Practice for Video Editors	20	
	TE3770	Studio Engineering	20	
	TE3009	Enterprise, Development and Production	40	
	TE3000	Research Project	20	
	TE3001	Portfolio Projects	40	
	TE3800	User Experience Design	20	
Level 5	TE2000	<i>All of:</i> Professional Practice	20	<b>Diploma of Higher Education Media Production</b> Requires 240 credits including a minimum of 100 at Level 5 or above
	AV2500	TV Production and Technology	20	
	TE2772	Programme Design and Production	20	
	AV2501	<i>And sixty credits from:</i> Producing & Directing for TV	20	
	TE2771	Sound Design and Production	20	
	TE2803	Graphic Communication	20	
	TE2775	Video Post-Production	20	
	TE2775	Video Post-Production	20	
Level 4	TE1000	<i>All of:</i> Contextual Studies	20	<b>Certificate of Higher Education</b> Requires 120 credits including 100 at Level 4 or above
	AV1500	Television Studio Production	20	
	TE1771	Audio Production	20	
	TE1772	Video Production	20	
	TE1775	Multimedia Production	20	
	TE1803	Computer Graphics	20	
	TE1803	Computer Graphics	20	
<b>15. Personal Development Planning</b>				
<p>Students will engage in Personal Development Planning at every level.</p> <p>In Contextual Studies (TE1000) students will be taught about and reflect upon what is required to succeed at University and beyond.</p> <p>In the Professional Practice module (TE2000) they will look at their target industry and see how they will fit in, reflecting on what they need to do to make their skill set fit the roles they see themselves in.</p> <p>Personal Tutors will advise on course progression, personal development and career planning in one-to-one meetings and group tutorials.</p>				
<b>16. Admissions criteria *</b>				
<p>(including agreed tariffs for entry with advanced standing)</p> <p><i>*Correct as at date of approval. For latest information, please consult the University's website.</i></p>				



The University's minimum standard entry requirements must be met by A2 level qualifications or equivalent. Although we recognise the breadth of study AS levels present, we would not accept these as forming part of your entry offer. Applications should be supported by a satisfactory GCSE performance, normally consisting of five GCSEs at Grade C or above including Maths and English.

**Specific entry requirements for this course are:**

**104 UCAS points,**

**BTEC Extended Diploma:** Merit, Merit, Merit

**BTEC Diploma:** Distinction, Distinction

**Pass Access Course:** 106 UCAS Points

**International Baccalaureate:** Pass Diploma with 104 UCAS points from Higher Level Subjects

**5 GCSE:** at grade C/4 including Maths & English or equivalent

International Students are required to have passed the International English Language Testing Service (**IELTS**) at 6.0 with no subscore lower than 5.5

Other acceptable qualifications include:

Scottish Certificate of Education Higher Grade

Irish Leaving Certificate Higher Grade

People with non-standard entry qualifications or experience should contact Admissions.

**17. Key sources of information about the programme**

- Course Information on the University website
- Student Handbook, available on the University Intranet
- The Course Leader: Rob Griffiths [rjgriffiths1@uclan.ac.uk](mailto:rjgriffiths1@uclan.ac.uk)

## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes														
				Knowledge and understanding			Subject-specific Skills			Thinking Skills				Other skills relevant to employability and personal development				
				A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	
LEVEL 6	TE3770	Studio Engineering	O		✓	✓		✓			✓		✓	✓	✓	✓		
	TE3078	Advanced Lighting Practice	O		✓	✓		✓			✓		✓	✓	✓	✓		
	TE3775	Professional practice for Video editors	O		✓	✓	✓			✓	✓	✓			✓	✓		
	AV3500	Advanced TV Production & Technology	O	✓	✓	✓	✓	✓		✓	✓		✓	✓		✓	✓	
	TE3009	Enterprise, Development and Production	O			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
	TE3000	Research Project	O		✓										✓	✓		
	TE3001	Portfolio Projects	O		✓		✓	✓		✓	✓	✓	✓	✓	✓	✓		
	TE3800	User Experience Design	O		✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
LEVEL 5	TE2000	Professional Practice	COMP			✓						✓			✓	✓		
	AV2500	TV Production and Technology	COMP	✓	✓	✓	✓	✓					✓	✓		✓	✓	
	TE2772	Programme Design and Production	COMP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		
	AV2501	Producing & Directing for TV	O	✓	✓	✓	✓	✓					✓	✓		✓	✓	
	TE2771	Sound Design & Production	COMP	✓	✓		✓	✓	✓				✓	✓				
	TE2803	Graphic Communication	O		✓		✓	✓	✓	✓			✓				✓	
	TE2775	Video Post-Production	O		✓		✓	✓	✓		✓		✓					
LEVEL 4	TE1000	Contextual Studies	COMP	✓		✓									✓	✓		
	AV1500	Television Studio Production	COMP	✓		✓	✓			✓						✓	✓	
	TE1771	Audio Production	COMP	✓			✓		✓									
	TE1772	Video Production	COMP	✓		✓	✓	✓	✓		✓			✓		✓	✓	
	TE1775	Multimedia Production	COMP	✓			✓	✓	✓		✓		✓					
	TE1803	Computer Graphics	COMP	✓			✓	✓	✓									

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

19. LEARNING OUTCOMES FOR EXIT AWARDS:

**Certificate of Higher Education:**

- A1. Knowledge and understanding of the basic principles of several media production technologies, systems, techniques and professional practices
- B1. the ability to ideate, develop, produce and deliver varied media products
- B3. the ability to exploit varied technologies and processes to effectively manipulate image, sound, type or other digital media
- C1. analysis of media forms and user/audience requirements
- D3. the ability communicate effectively in a variety of ways in varied situations

**Diploma of Higher Education**

- A1. Knowledge and understanding of the basic principles of several media production technologies, systems, techniques and professional practices
- A3. Knowledge and understanding of the roles and responsibilities of practitioners in the creative industries
- B1. the ability to ideate, develop, produce and deliver varied media products
- B3. the ability to exploit varied technologies and processes to effectively manipulate image, sound, type or other digital media
- C1. analysis of media forms and user/audience requirements
- C2. evaluation and selection of appropriate resources and techniques required for specific tasks
- C3. evaluation students' own work and the work of others with reference to professional practices, user needs and conventions of form
- D1. the ability to manage time, personnel and resources effectively
- D3. the ability communicate effectively in a variety of ways in varied situations

**Bachelor Degree**

- A1. Knowledge and understanding of the basic principles of several media production technologies, systems, techniques and professional practices
- A3. Knowledge and understanding of the roles and responsibilities of practitioners in the creative industries
- B1. the ability to ideate, develop, produce and deliver varied media products
- B2. the ability to produce work within the constraints imposed by the legal, ethical, and commercial structures of the creative industries
- B3. the ability to exploit varied technologies and processes to effectively manipulate image, sound, type or other digital media
- C1. analysis of media forms and user/audience requirements
- C2. evaluation and selection of appropriate resources and techniques required for specific tasks

- C3. evaluation students' own work and the work of others with reference to professional practices, user needs and conventions of form
- C4. synthesis of varied media production methods to solve creative and technical problems
  
- D1. the ability to manage time, personnel and resources effectively
- D2. the ability to retrieve, generate, organise, evaluate and exploit information
- D3. the ability communicate effectively in a variety of ways in varied situations
- D4. the ability to work effectively in a group or team

## Programme Specification

1. <b>Awarding Institution / Body</b>	University of Central Lancashire
2. <b>Teaching Institution and Location of Delivery</b>	University of Central Lancashire
3. <b>15. University School/Centre</b>	School of Film Media and Production
4. <b>External Accreditation</b>	
5. <b>Title of Final Award</b>	BA (Hons) Media (Foundation Entry)
6. <b>Modes of Attendance offered</b>	FT
7. <b>UCAS Code</b>	F378 / M478 / 3C58 / F578 / F478 / W68 / D386 / M478 / P468 / 3D95
8. <b>Relevant Subject Benchmarking Group(s)</b>	QAA 251 (2008), Communication, media, film and cultural studies (no specific foundation benchmarking statements)
9. <b>Other external influences</b>	Skillset National Occupational Standards: Camera (2012) Editing (2013) sound (2009) Production (TV & Film 2013) Interactive Media (2013)
10. <b>Date of production/revision of this form</b>	December 2018
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>To provide students who do not have standard entry qualifications the opportunity to prepare for and progress on to a related undergraduate programme in media</li> <li>To introduce students to the nature and the methodologies of media production subject specialisms available to study at undergraduate level</li> <li>To allow students to acquire and apply the fundamental academic and practical skills essential for success on a related undergraduate degree in media.</li> <li>To introduce the concept of convergence and encourage engagement in discussion and debate on the interdisciplinary nature of media production and multidisciplinary skillset required across media subjects</li> <li>To introduce, develop support and support independent learning strategies</li> </ul>	
<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>	
<b>A. Knowledge and Understanding</b>	
A1. of concepts relating to audio visual communication in media production A2. of concepts relating to linear and none linear (interactive) narrative A3. of media production methods and workflows A4. of approaches and roles in a media production context	

<b>Teaching and Learning Methods</b>
Lectures, seminars and workshops will be used to introduce key topics and ideas. Students will be supported and encouraged to engage in discussion and practical activities to develop the fundamental concepts of each subject area. This will then be further developed through the context of independent study and exercises in preparation for subsequent classes and in the completion of individual assignments.
<b>Assessment methods</b>
Practical multidisciplinary production portfolios and journals. Poster displays, presentations and computer based tests
<b>B. Subject-specific skills</b>
B1. The ability to originate and manipulate media assets B2. Control and adjustment of production equipment including video camera, stills camera, audio recorder, computer hardware B3. The origination and development of media suitable for digital platforms B4. Ability to select and deploy appropriate storytelling and communication skills
<b>Teaching and Learning Methods</b>
Lectures and workshops will be used to introduce basic skills and techniques these will then be explored in subsequent guided sessions. These skills will be further developed through independent experiential learning through practical exercises and study in the completion of assignments and in preparation for classes
<b>Assessment methods</b>
Production journals and portfolios Generation and manipulation of media artefacts Creation of documentation to support media production Problem solving exercises Individual and group presentations
<b>C. Thinking Skills</b>
C1. Research and analysis of media artefacts and assets C2. Selection and deployment of effective strategies for production C3. Critical and personal reflection C4. Experiential learning and problem solving
<b>Teaching and Learning Methods</b>
Lectures, seminars and workshops will be used to introduce, discuss, nurture and develop skills. These skills will then be contextualised and implemented through exercises and further developed through independent study and the completion of assignments. Reflective skills will also be supported through one to one tutorials.
<b>Assessment methods</b>
Presentations of analyses Research portfolios Assignments requiring the analysis and selection of effective production strategies Problem solving practical test
<b>D. Other skills relevant to employability and personal development</b>
D1. Self management and autonomous learning D2. Personal development planning D3. Communication and presentation skills D4. Interpersonal skills

**Teaching and Learning Methods**

The requirements of meeting deadlines and the necessity for self management throughout the process of learning and assessment in a challenging though supportive environment will provide a context for learners to engage in, foster and develop personal, academic and creative skills. Lectures, seminars and workshops will be used to introduce and discuss the fundamental skills and concepts that will be developed through the context of independent study, practical work and self-reflection. This will be contextualised through workplace and exhibition visits, guest practitioner talks and case studies. One to One tutorials will also be used to further self-reflection and support personal development planning with a focus on progression to level 4 and beyond.

**Assessment methods**

Self-reflective personal development journal  
 Presentation on media industry roles and production methods  
 Initiation and completion of extended project in a chosen media subject area

**13. Programme Structures\***

**14. Awards and Credits\***

Level	Module Code	Module Title	Credit rating	
Level 3	PHC001	Approaches to Photography	20	<b>BA (Hons) Media (Foundation entry)</b> Requires 120 credits to proceed:  <b>BSc (Hons) Media Production</b> (must include PVC001, PVC002, TEC001, TEC003, AXC003, RPC001)
	PVC001	Introduction to Filmmaking	20	
	PVC002	Scriptwriting for Production	20	
	TEC001	Web Fundamentals	20	
	TEC003	Audio and Video Technologies	20	
	PHC002	Self-images: Identities, Diaries and Documents	20	
	AXC003	Introduction to Animation and Games	20	
	RPC001	Sound recording and Design	20	

## 15. Personal Development Planning

The course has at the heart of its design the encouragement of students to put personal development at the core of their learning. Through group activities, tutorials and assessments learners will be constantly encouraged to reflect on their progress and to apply all of their learning and experiences to their individual academic and career goals. The course is designed to equip students with the skills, knowledge and experience to independently set personal academic and career goals and to make subsequent subject progression choices accordingly.

## 16. Admissions criteria

(including agreed tariffs for entry with advanced standing)

*\*Correct as at date of approval. For latest information, please consult the University's website.*

This programme is aimed at students with none standard HE entry qualifications. Entry requirements at A2 level would be in the range of DDE and for BTEC MPP equivalent to a UCAS points level of 160

International applications will require an IELTS score of 6.5

Mature students and applicants with none standard entry qualifications will also be considered, particularly if they have professional or other relevant experience

## 17. Key Sources of information about the programme

- University, School and course specific web sites
- QAA guide –
- <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/CMF08.pdf>
- Skillset –
- <http://www.skillset.org/standards/standards/Camera/>
- <http://www.skillset.org/standards/standards/IM/>
- <http://www.skillset.org/standards/standards/Editing/>
- <http://www.skillset.org/standards/standards/Production/>



## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 3	PHC001	Approaches to Photography	(O)	x		x		x	x	x		x	x			x		x	
	PVC001	Introduction to Filmmaking	(O)	x		x		x	x	x		x	x		x	x		x	
	PVC002	Scriptwriting for Production	(O)	x	x					x	x		x	x			x	x	x
	TEC001	Web Fundamentals	(O)		x	x		x	x	x	x		x		x			x	
	TEC003	Audio & Video Technologies	(O)	x		x		x	x	x			x		x			x	x
	PHC002	Self-Images: Identities, Diaries and Documents	(O)	x			x	x	x		x	x	x	x		x		x	
	AXC003	Introduction to Animation and Games		x	x	x		x		x	x		x	x		x	x		
	RPC001	Sound Recording and Design	(O)	x		x		x	x	x			x		x	x			

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks