School of Creative Arts

Title of Programme: Digital Media Design

Programme Code: CTDMD

Programme Specification

This programme specification is relevant to students entering:
 01 September 2021

Associate Dean of School (Academic Quality Assurance):
 Barbara Brownie

Signature   Date 24 March 2021

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

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Summary of amendments to the programme:

Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification Digital Media Design

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane Campus
Programme accredited by	Not applicable
Final Qualification	BA Hons
All Final Award titles (Qualification and Subject)	Digital Media Design / (Sandwich) / with a Year Abroad / (Sandwich) with a Year Abroad / with Study Abroad / with Employment Experience / with Study Abroad and with Employment Experience
FHEQ level of award	6
UCAS code(s)	W212
Language of Delivery	English

A. Programme Rationale

The Digital Media Design Programme will attract media artists and designers who wish to explore and create interactive, multimedia content for a variety of digital platforms (for example, television, web, animation and games).

The Programme explores the digital domain – multimedia platforms, mobile devices, augmented and virtual realities – and establishes a rich, hybrid area of study for the 21st Century. By using practice-based approaches and theory-led methodologies, the programme aims to provide the student with the necessary knowledge and skills to become part of the digital revolution.

In this rapidly expanding field, students learn how digital media are produced and are given the opportunity to explore areas such as web-based content, mobile apps, interactive advertising, responsive objects and environments, networked information and social-media systems, interactive video, live performance technology and digital art installations.

Through project-based learning and teamwork practices, students will work in an environment which encourages them to identify their strengths and to learn and grow as part of a team, preparing them for the demands of the contemporary working environment and for the future. The award place great emphasis upon employability, offering visits to industry as well as lectures and seminars delivered by industry experts.

During the first year students concentrate on building their core skill-set which includes graphic design, web design, video and sound editing, image manipulation and basic photography skills. At the same time, aided by research literature and ideation sessions, they are introduced to concepts such as visual communication, ubiquitous design and user experience.

In the second year students delve deeper into web-based content, learn how to create mobile applications, interactive digital comics, video game prototypes and physical interfaces. The year culminates with a multi-disciplinary exhibition, where the Digital Media Design students lead a collaborative project, which includes

students from other disciplines across the School of Creative Arts such as Music, Photography and Architecture or an external institution. In the final year, students propose, manage and realise a substantial media project, alongside the production of a report in a subject of their choosing. Students examine and produce work for the multiple types of digital media platforms now available. Their studies will also prepare them for employment through professional development planning, sector analysis, portfolio development, networking and careers advice.

Digital media designers focus their work around creating relationships between the physical and the digital worlds. Their work involves designing interfaces for websites and mobile applications, prototyping video game mechanics and digital storytelling techniques, while creating experiences for the user which feel natural, efficient and ubiquitous.

Potential employment prospects include:

- Media Production houses
  - Content Creation
  - Mobile and Web applications
  - Web design
- user experience expert – in industries such as games, mobile, TV, Web;
- interactive designer / developer
- Digital Branding / Advertising
- digital artist / creative programmer / coder
- Video Blogger
- Indi game developer

The programme welcomes students from a wide range of backgrounds and precursor experiences. The programme also welcomes the broadening perspectives brought by international students.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

Additionally this programme aims to:

- Provide students with a knowledge and understanding of the key roles played by communicative, cultural and media activities in shaping everyday social and psychological life through the construction of public culture, in international and global perspectives and in the creation of new expressive forms and by generating symbolic resources through which people individually and collectively imagine the past, define the present and develop projects for the future.

- Enable students, through Critical and Cultural Studies delivered as an integral part of studio projects, to develop a range of enquiry, communication and media production skills that enable them to gather, evaluate and use information from diverse sources, to communicate ideas, information and feelings with due regard for technical, aesthetic and affective domains and cultural difference and to manage the methods and methods of media production.

- Prepare students for a range of career opportunities and the responsibilities of professional practice in media activities or related fields through the development of an informed critical awareness of cultural, technical, creative, economic, legal and ethical, national and international contexts or areas in which their future career aspirations may be realised.

- Develop an informed critical awareness of and ability to appropriately employ processes of designing digital media artefacts that delight, inform and entertain and that are fit for their purpose.

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- Develop an understanding of audiences, their experiences of interaction and of communication in visual, sonic and interactive domains.

- Develop an informed critical awareness of and the ability to use effectively, a range of contemporary digital media activities and practices.

Develop an understanding of how cultural phenomena may be analysed and discussed.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for communication, media, film and cultural studies and those for Computing have been considered and incorporated where appropriate. Many of the Aims and Learning Outcomes of this programme sit across and between the two benchmark statements. This is appropriate for an area of hybrid practices and emergent technology and creative-expression led practices. To keep things clear, where there has been overlap between the benchmarks, the ones for communication, media, film and cultural studies have taken precedence and have been used.

There has also been reference to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014). Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
A1 - Processes of digital media design and realisation which include enquiry, planning, realisation and evaluation of outcomes and the techniques, processes and technologies used to create media artefacts and document the processes involved. A2 - The history of communication and media technologies and a recognition of the different ways in which the history of and current developments in, media and communication in a globalising culture can be understood in relation to technological change. A3 - The roles of communication systems, modes of representations and systems of meaning in the ordering of societies and of particular media forms and genres and the way in which they organise	Acquisition of knowledge and understanding (A1 – A6) is through a combination of lectures, demonstrations of software and other processes, workshop activities, seminar and symposium discussions, individual and group tutorials, peer and buddy learning activities, presentations and critiques, the carrying out and completion of study tasks and assignments of varying kinds that require enquiry, communication and the realisation of media artefacts of one kind or another. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. The nature of assignment for formative and summative learning emphasises the integration of processes of enquiry, communication, critical thinking and practical skills.	Knowledge and understanding (A1 – A6) are assessed through the content, expression and form of work presented on completion of study tasks and assignments in a variety of forms. These include: • interactive media where display elements of text, image, colour, sound and multi-modal composition work with the effects of user actions to create meaning; • written texts in a range of formats, expressed in a range of registers and intended for different audiences; • spoken word recordings and performances where the voice is scripted and edited, or extemporised, addressing a variety of audiences and media formats;

understandings, meanings and affects.

A4 - The ways in which people engage with cultural texts and practices and make meaning from them of the aesthetic and formal qualities at play and their relation to meanings, in particular cultural forms and an understanding of the narrative processes, generic forms and modes of representation at work in media and cultural texts.

A5 – Processes for the creative invention of content and form of artefacts fit for a given purpose, the design decision process, the handling of digital media processes.

A6 – Understand the contested nature of some objects of study within the fields of communication, media, film and cultural studies and the social and political implications of the judgements which are made.

- static and moving image based artefacts where composition and editing produce meaningful juxtapositions in spatial or temporal domains;

- sound based artefacts where sequence and phenomena from mixing create meaningful juxtapositions in sonic and temporal domains.

Intellectual skills	Teaching and learning methods	Assessment strategy
B1 - Formulate and define media artefacts using design decision making methodologies including the ability to invent, propose and select from alternatives, consider audiences and evaluate artefacts in terms of their fitness for a stated purpose, consideration of aesthetic and formal elements and processes of testing and evaluation. B2 - Understand forms of communication, media and culture as they have emerged historically and appreciate the processes through which they have come into being with appropriate reference to the	Intellectual skills (B1 – B5) are developed through a combination of lectures, demonstrations of software and other processes, workshop activities, seminar and symposium discussions, individual and group tutorials, peer and buddy learning activities, presentations and critiques, the carrying out and completion of study tasks and assignments of varying kinds that require enquiry, communication and the realisation of media artefacts of one kind or another. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual	Intellectual skills (B1 – B5) are assessed through the content, expression and form of work presented on completion of study tasks and assignments in a variety of forms. These include: • interactive media where display elements of text, image, colour, sound and multi-modal composition work with the effects of user actions to create meaning; • written texts in a range of formats, expressed in a range of registers and

diversity of contemporary cultures and an understanding of how different groups variously make use of and engage with forms of communication, media and culture.

B3 - Consider and evaluate their own work in a reflexive manner, with reference to academic and/or professional issues, debates and conventions.

B4 - Evaluate designs for interactive media artefacts that are fit for purpose in terms of audiences, contexts and underlying technologies.

B5 – Critically appraise some of the widespread common sense understandings and misunderstandings of the field, as well as identify the debates and disagreements to which these give rise.

knowledge and understanding of the subject.

The nature of assignments for formative and summative learning emphasises the integration of processes of enquiry, communication, critical thinking and practical skills.

intended for different audiences;

- spoken word recordings and performances where the voice is scripted and edited, or extemporised, addressing a variety of audiences and media formats;

- static and moving image based artefacts where composition and editing produce meaningful juxtapositions in spatial or temporal domains;

- sound based artefacts where sequence and phenomena from mixing create meaningful juxtapositions in sonic and temporal domains.

Practical skills	Teaching and learning methods	Assessment strategy
C1 - Use a range of digital media software applications, associated hardware and storage devices and design methodologies to realise project artefacts of an appropriate quality including the documentation of design decisions and processes. C2 – Generate media artefacts using appropriate tools and techniques in response to a given brief or one of their own devising and which shows competence in operational aspects of media production technologies, systems, techniques and professional practices; C3 - Put to use a range of IT skills such as data analysis, word-processing, search	Practical skills (C1 – C5) are developed through a combination of lectures, demonstrations of software and other processes, workshop activities, seminar and symposium discussions, individual and group tutorials, peer and buddy learning activities, presentations and critiques, the carrying out and completion of study tasks and assignments of varying kinds that require enquiry, communication and the realisation of media artefacts of one kind or another. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. The nature of assignment for formative and summative learning	Practical skills (C1 – C5) are assessed through work presented on completion of study tasks and assignments in a variety of forms. These include: - interactive media where display elements of text, image, colour, sound and multi-modal composition work with the effects of user actions to create meaning; - written texts in a range of formats, expressed in a range of registers and intended for different audiences; - static and moving image based artefacts where composition and editing produce meaningful

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engines and other systems to gather, evaluate and use information of many kinds

C4 - Initiate, develop and realise distinctive expressive and creative work within various forms of digital and/or electronic media and experiment, as appropriate, with forms, conventions, languages, techniques and practices.

C5 - Use quantitative and qualitative approaches to gather material and use appropriate methodologies to reach sound conclusions.

emphasises the integration of processes of enquiry, communication, critical thinking and practical skills.

Students are expected to transfer and apply the skills and knowledge of practical processes acquired in one place, to other situations, tasks and processes.

juxtapositions in spatial or temporal domains;

- sound based artefacts where sequence and phenomena from mixing create meaningful juxtapositions in sonic and temporal domains.

- Installation based artefacts where live data is used to create visually pleasing and meaningful interpretations.

Transferable skills	Teaching and learning methods	Assessment strategy
D1 - Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity. D2 - Gather, organise and evaluate sources and deploy ideas and information in order to formulate arguments cogently and express them effectively in written, oral or in other forms, to record experiences and solve problems. D3 - Communicate effectively in inter-personal settings, in writing and in a variety of media and work productively in a group or team, showing abilities at different times to listen, to contribute and lead effectively. D4 - Be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of media forms. D5 - Show insight into a range of attitudes and values arising from globalisation, international traditions and	Transferable skills (D1 – D5) are developed a combination of lectures, demonstrations of software and other processes, workshop activities, seminar and symposium discussions, individual and group tutorials, peer and buddy learning activities, presentations and critiques, the carrying out and completion of study tasks and assignments of varying kinds that require enquiry, communication and the realisation of media artefacts of one kind or another. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. The nature of assignment for formative and summative learning emphasises the integration of processes of enquiry, communication, critical thinking and practical skills. Students are expected to transfer and apply skills and knowledge acquired in one place, to other situations, tasks and processes.	Transferable skills (D1 – D5) are assessed through work presented on completion of study tasks and assignments in a variety of forms. These include: - interactive media where display elements of text, image, colour, sound and multi-modal composition work with the effects of user actions to create meaning; - written texts in a range of formats, expressed in a range of registers and intended for different audiences; - spoken word recordings and performances where the voice is scripted and edited, or extemporised, addressing a variety of audiences and media formats; - static and moving image based artefacts where composition and editing produce meaningful juxtapositions in spatial or temporal domains;

practices within and beyond their discipline.	Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and through the use of personal development plans.	sound based artefacts where sequence and phenomena from mixing create meaningful juxtapositions in sonic and temporal domains.

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full time (3 years), sandwich or with a year abroad (4 years), study abroad and with Employment Experience (4 years), and sandwich and a year abroad (5 years) modes and leads to the following awards:

BA (Hons) Digital Media Design
BA (Hons) Digital Media Design (Sandwich)
BA (Hons) Digital Media Design with a Year Abroad
BA (Hons) (Sandwich) Digital Media Design with a Year Abroad
BA (Hons) Digital Media Design with Study Abroad
BA (Hons) Digital Media Design with Employment Experience
BA (Hons) Digital Media Design with Study Abroad and with Employment Experience

Entry is normally at Level 4 with the equivalent of 240 points at A-level, or for mature and other students with relevant precursor experiences. Admissions uses APCL and/or a portfolio of work that demonstrates an engagement with and interest in the fields of knowledge and practice the programme deals with.

Entry is also possible at Level 5 or Level 6 through Credit Accumulation and Transfer from other higher educational experiences that are roughly equivalent to the earlier levels of the programme, or through APCL where appropriate.

Intake is normally semester A (September).

Professional and Statutory Regulatory Bodies
No accreditation.

Work-Based Learning (including Sandwich and Employment Experience) and Study Abroad (including Year Abroad) Programmes

Students wishing to study abroad at a host institution in another country, or to complete a work placement during their studies, may choose to undertake one of the following:
- Year Abroad (1 year)
- Study Abroad (1 semester)
- Sandwich (1 year)
- Employment experience (1 semester)

Students normally progress to the next level of study in the academic year following any of the above.

A designated Year Abroad programme leads to a University award in Study Abroad mode and the words "with a year abroad" appear on the award certificate. The Year Abroad will provide students with the opportunity to expand, develop and apply the knowledge and skills gained at the start of their course in the School of Creative Arts (UH), within a different organisational and cultural environment in a partner academic institution. The host institution will appoint a Programme Co-ordinator who will oversee the student's programme during the Year Abroad and will liaise with the appointed UH Supervisor.

Students undertaking a full Year Abroad may undertake a period of study at an approved partner institution as <u>an additional year either between Levels 4 and 5 (students must have passed 120 credits)</u> or <u>between Levels 5 and 6 (students must have passed 240 credits).</u>

Alternatively, in exceptional cases where the curriculum provided at an approved franchise partner is aligned with that of their home programme and where this has been formally agreed by the Programme Leader, students may undertake this study period in place of Level 5 (Year 2) at the School of Creative Arts (UH). In this case, successful students will receive credit for 120 credits at Level 5 and their final degree classification will be calculated in line with those for a direct Level 6 entrant (i.e. Level 5 achievement/grades will not be taken in to account).

Students may opt to do a single semester of study abroad on a designated Study Abroad programme leading to a University award with the words "with Study Abroad" included on the award certificate. Students choosing to study abroad for a single semester will be registered on the Study Abroad (Creative Arts) module (6CTA1166).

<u>Single-semester Study Abroad may only take place between Level 5 and Level 6, and not in lieu of and level 5 module</u>. <u>Students enrolled on Study Abroad will not be permitted to progress to Level 6 until the following academic year.</u> Students may undertake any previously deferred or referred single-semester modules during the academic year of their study abroad, but not during the same semester as Study Abroad.

A designated Sandwich programme leads to a University award in the sandwich mode, with the word "(Sandwich)" appearing on the final award certificate. In order for the programme to lead to an award in the sandwich mode, the student must undertake a period of approved work experience of not less than 36 weeks full-time equivalent with no possibility of exemption, usually between the end of Year 2 and the beginning of Year 4. This will usually be completed within the United Kingdom but, with prior approval, may be completed within other countries. Progress of the student's training and development is monitored through visits from University academic staff and/or through reports from the student. Students will be required to document this period of work in accordance with the guidelines produced by the School. Students on the Sandwich programme will be registered on the Sandwich Year Module (6CTA1008).

<u>Students who have not achieved the minimum progression requirements at the end of Level 5 may be prevented from undertaking a sandwich placement</u>. <u>Students who are on the sandwich programme but have a 'Failed' grade in any Level 4 or Level 5 module will not normally be allowed to register to repeat this module until they return from placement.</u>

Students undertaking a shorter period of work experience may be eligible for an award with Employment Experience. A designated Employment Experience programme leads to a University award with the words "with Employment Experience" appearing on the final award certificate. In order for the Employment Experience award to be achieved, the student must undertake a period of approved work experience of at least 12 weeks full-time equivalent from a maximum of two separate approved placements, neither of which shall usually be less than 4 weeks in duration. Students on the Employment Experience programme will be registered on the Employment Experience (Creative Arts) module (6CTA1165).

<u>Employment Experience may only take place between Level 5 and Level 6. And not in lieu of any Level 5 module. Students enrolled on Employment Experience will not be permitted to progress to Level 6 until the following academic year</u>. Students may undertake any previously deferred or referred modules during the academic year of their employment, but not during the same semester as their Employment Experience.

Students may choose to combine study abroad and work experience awards, either by completing a full Year Abroad followed by a Sandwich, over 2 years, leading to the award of "(Sandwich) with a Year Abroad", or by

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completing Study Abroad and Employment Experience within a single year, leading to an award "with Study Abroad and with Employment Experience".

Other Work Experience (Short and Medium Term)

No formal Work-Based Learning is included as a mandatory element of the programme. The programme complies with the School of Creative Arts policies on Professional Placements and study abroad opportunities.

The programme actively supports student initiative in organising and arranging placements and work experience as far as is practical and as far as they can be accommodated within the structures of the programme and the need to ensure a comparability of experience and learning within the assessment processes under which the programme operates.

In addition to offering a full Sandwich year (as explained above and referred to in the School as a 'Long Term Work Experience'), we encourage students to participate in shorter work experiences / placements.

With agreement from the Programme Leader, a student negotiated work experience is available within this Programme at Level 5.

This means that, with prior written agreement, a student may undertake:

- a work experience in place of *an assessed component within* one of the named modules below (referred to as a 'Short Term Work Experience').

The module(s) that are approved within this Programme for short-term work experience are:

5CTA1259 Teamwork Practices (30 credits).
5CTA1153 Independent Project (30 credits).

Students undertake their work placement *during* Level 5, or alternatively may negotiate with the programme leader to allow a placement undertaken at a different time (for example, during a vacation or non-teaching period) to be accredited within the chosen module running at Level 5 with appropriate evidence submitted (including a reflective report).

Students (and staff when considering approval) should carefully consider any potential difficulties which may arise when attempting to undertake a work experience simultaneously with their academic study (for example, Timetable constraints for other modules). In terms of exemption from academic study whilst undertaking a work placement, a time equivalent to 30 credits is normally the maximum permitted. There is a maximum of 45 credits of professional Work Experience for any student within any year of University study.

Additional advice on these modules is available in the School's Accredited Work Experience Handbook and the Professional Work Experience Definitive Module Document (DMD). Students will need approval of the programme leader or nominee for the work experience, to ensure that the scope and level of challenge/learning of the work submitted in reflection upon a work experience, is appropriate and as far as possible, matched in scope and level to any work being substituted.

The programme supports the student in opportunities to undertake live projects which may arise through their own endeavour and works to build such opportunities into the student's learning and assessment through negotiation of briefs and presentable outcomes. The term 'live projects' refers here to a range of activities that extends well beyond those that are primarily commercial and includes social enterprise projects undertaken in connection with community groups, arts organisations and other agencies.

Where a student wishes to undertake a live project, it is a requirement that before it commences there is in place a learning contract that specifies clearly how it enables the student to fulfil the module Learning Outcomes, the materials to be submitted for assessment, the date of submission for that material, what the work means in terms of the student's attendance and workload and an appropriate strategy for supervision

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by a tutor. That contract has to be agreed by both the module tutor and the Programme Leader.

The Assessment of Practical, Contextual and Theoretical Elements

Within their modules students are expected to attempt all assignments and to submit work for each. The final module mark is derived from an aggregation of the marks for each assignment using the weightings stated in module guides and in project briefs.

Across the programme some assignments allow the student to negotiate with tutors the form of the submission and the media used to present it. An important consideration is to ensure that students engage with a range of media production processes and modes and develop a broad body of skills and professional practices that extend learning. As a general principle, where there is a choice of media forms for submission of course work, there is a presumption that the student's choice of media forms will represent a broadening consolidation of work across modes more than a restrictive repeating of familiar processes.

It is expected that project work will include where appropriate such things as sketch books and storyboards, visual and written analysis sheets, scripts and code listings, evaluative and reflective accounts of the design decision making process, logs and other documentation, evidence of pre-planning and iterative project management, annotated bibliographies and other appropriate academic apparatus to manage appropriately quotation, reference, citation and the proper acknowledgement of the ownership of ideas and expression. Material submitted for assessment will be considered in terms of the qualities of:

- the design of the artefact/text and its appropriateness for stated purpose and audience in the use of register, vocabulary, stylistic tropes and media specific features;
- the accuracy of content;
- the demonstration of contextual knowledge, critical thinking and understanding;
- creative invention and originality;
- competency in the use of media technologies, processes and design methodologies;
- the use of appropriate apparatus of reference and the acknowledgement of the ownership of ideas and expression.

Incoming CATS International Students

With prior agreement from the School's CATS Tutor and Programme Leader, incoming International students on the CATS Schemes may participate in this Programme by undertaking modules and gaining the associated credit, typically at Level 5. Additionally, the following four modules are available to those students seeking credit for their work submitted within a single--semester timeframe, whilst studying alongside UH/Home students registered on two-semester modules:

5CTA1217 Media Studies A (15 credits)
5CTA1218 Media Studies B (15 credits)
5CTA1219 Media Studies C (15 credits)
5CTA1220 Media Studies D (15 credits)

In such cases, an Approved Study Pattern for single-semester study will be determined at the commencement of the study period. The Study Pattern should clearly specify the format/quantity/weighting of assessments that are to be submitted at the conclusion of the study period – please see the relevant DMDs for more information.

NOTE: Visiting students wishing to study for a single semester in the School of Creative Arts may participate in the Level 5 activities within a *single* Programme only during the required semester.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning

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outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Full time; sandwich; year abroad; study abroad; employment experience

Entry point Semester A

LEVEL 4

Students studying the first year with Hertfordshire International College (HIC) will be enrolled on HIC modules but are taught alongside University of Hertfordshire Level 4 students.

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Media in Mind: histories, theories, contexts (C&CS) *or*	4CTA1216	30	English	0	100	0	AB
Media in Mind: histories, theories, contexts (C&CS) - HIC	4CTA1235	30	English	0	100	0	AB
Visual Communication and Core Media Production *or*	4CTA1298	45	English	0	100	0	A
Visual Communication and Core Media Production - HIC	4CTA1299	45	English	0	100	0	A
Interaction and Hybrid Media Construction *or*	4CTA1300	45	English	0	100	0	B
Interaction and Hybrid Media Construction - HIC	4CTA1301	45	English	0	100	0	B

OPTIONAL - Year 2 - Year Abroad

Students may elect to take a year abroad, as optional experience:

Optional Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Year Abroad	5CTA0001	0	English	0	100	0	AB

In order to achieve the 'with a Year Abroad' Award students must complete Module 5CTA0001 between levels 4 and 5 of their study. Please note: this is a representative module and it is understood that actual activity may fall outside these dates.

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LEVEL 5

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Connections and Perspectives I: exploring Creative Media and Digital Cultures (C&CS)	5CTA1157	15	English	0	100	0	A
Connections and Perspectives II: exploring Creative Media and Digital Cultures (C&CS)	5CTA1158	15	English	0	100	0	B
Teamwork Practices	5CTA1259	30	English	0	100	0	A
Independent Project	5CTA1153	30	English	0	100	0	B
User Experience Design	5CTA1258	15	English	0	100	0	A
Storytelling and Gaming	5CTA1155	15	English	0	100	0	B

Sandwich Year, Year Abroad, Study Abroad or Employment Experience (Year 3 – OPTIONAL)

Students may elect to take a sandwich placement year, a year abroad, single semester study abroad or single semester Employment Experience within a single year as optional experience.

Sandwich Year

Optional Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Sandwich Year (Creative Arts)	6CTA1008	0	English	0	100	0	AB

In order to achieve the Sandwich Award students must complete module 6CTA1008 between levels 5 and 6 of their study. Please note: this is a representative module and it is understood that actual activity may fall outside these dates.

Year Abroad

Optional Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Year Abroad (Creative Arts)	6CTA0001	0	English	0	100	0	AB

In order to achieve the 'with a Year Abroad' award students must complete Module 6CTA0001 between levels 5 and 6 of their study. Please note: this is a representative module and it is understood that actual activity may fall outside these dates.

Study Abroad

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Optional Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Study Abroad (Creative Arts)	6CTA1166	0	English	0	100	0	A, B

In order to achieve the 'with Study Abroad' award students must complete Module 6CTA1166 between levels 5 and 6 of their study. <u>Please note</u>: this is a representative module and it is understood that actual activity may fall outside these dates.

Employment Experience

Optional Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Employment Experience (Creative Arts)	6CTA1165	0	English	0	100	0	A, B

In order to achieve the 'with Employment Experience' award students must complete Module 6CTA1165 between levels 5 and 6 of their study. <u>Please note</u>: this is a representative module and it is understood that actual activity may fall outside these dates.

LEVEL 6 - (Year 3 Full Time, Year 4 Sandwich)

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Degree Project	6CTA1102	60	English	0	100	0	AB
Dissertation (C&CS)	6CTA1103	30	English	0	100	0	AB
Professional Practices	6CTA1104	30	English	0	100	0	AB

Progression to levels 5 and 6 requires a minimum of 90 and 210 credits respectively and passes in all compulsory modules.

The award of an honours degree requires 360 credit points passed with a minimum of at least 120 at level 6 including the final degree project appropriate to the award title.

Table1b (below) details the minimum requirements for all awards.

Full time study mode (3 years)

LEVEL 4 Semester A	Semester B
Visual Communication and Core Media Production 4CTA1298 / 4CTA1299 (HIC) 45 credits	**Interaction and Hybrid Media Construction** 4CTA1300 / 4CTA1301 (HIC) 45 credits
Media in Mind: histories, theories, contexts (C&CS) 4CTA1216 / 4CTA1235 (HIC) 30 credits	

LEVEL 5 Semester A	Semester B
Teamwork Practices 5CTA1259 30 credits	**Independent Project** 5CTA1153 30 credits
User Experience Design 5CTA1258 15 credits	**Storytelling and Gaming** 5CTA1155 15 credits
Connections and Perspectives I (C&CS) 5CTA1157 15 credits	**Connections and Perspectives II (C&CS)** 5CTA1158 15 credits

LEVEL 6 Semester A	Semester B
Degree Project 6CTA1102 60 credits	
Dissertation (C&CS) 6CTA1103 30 credits	
Professional Practices 6CTA1104 30 credits	

Honours classification
The University has approved structure and assessment regulations common to all programmes. Full details
are provided in UPR AS14, Section D.

Table 1b Final and interim awards available
The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BA (Hons)	Digital Media Design Digital Media Design (Sandwich) Digital Media Design with a Year Abroad (Sandwich) Digital Media Design with a Year Abroad Digital Media Design with Study Abroad Digital Media Design with Employment Experience	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)

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	Digital Media Design with Study Abroad and with Employment Experience			

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate		45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education		120 credit points at level 4	4, 5	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Diploma of Higher Education	Digital Media Design	240 credit points including at least 120 at level 5	5, 6	A1, A2, A3 B1, B2, B6 C1, C3, C5 D1, D2, D3,
BA	Digital Media Design Digital Media Design (Sandwich) Digital Media Design with a Year Abroad (Sandwich) Digital Media Design with a Year Abroad Digital Media Design with Study Abroad Digital Media Design with Employment Experience Digital Media Design with Study Abroad and with Employment Experience	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	A1, A2, A3, A4, A5 B1, B2, B3 C1, C2, C3, C4, C5 D2, D4

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 and UPR AS14) with the exception of those listed below, which have been approved by the University:

- Students are expected to commit to all elements of their programme of study, be punctual in their attendance and meet deadlines. Persistent, unexplained absence or late arrival / departure from lectures, seminars and practicals is not acceptable. Attendance requirements will normally be highlighted within the relevant DMD (Definitive Module Document) or other assessment documentation (module guide or assignment brief). Lack of attendance may inhibit the student's ability to meet the learning outcomes of such modules leading to reduced or fail grades through poor performance.

Students transferring between UH and Franchise Partners:

In instances where a student has transferred between the UH and a Franchised version of *this* programme (or vice versa), final degree classification will be determined using the standard UH methodology (i.e. L5 performance will count towards classification, in addition to L6) irrespective of the location of the final year of study.

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The programme operates a University-wide policy for treatment of serious adverse circumstances and students receive details in the Student Handbook.

Digital Media Design is a course focussed on contemporary digital practice and technology; we expect students to be following professional standards in their individual practice which includes making regular, comprehensive backups of all work. Students on Digital Media Design are not able to request extensions to published assignment deadlines due to failure of their personal computing or other equipment.

Other information relevant to the programme

- **Copyright:** Students retain the Intellectual Property Rights, including copyright, in their films, images and other artefacts. Unless specifically notified by the student, the student grants the University the right to use any of their material for non-commercial academic use including the promotion of the Programme, School of Creative Arts and the University. The student may withdraw this consent at any time by contacting their programme leader.

E. Management of Programme & Support for student learning.

Management
The programme is managed and administered through:
- Dean of School.
- Associate Dean of School (AQA) who has delegated responsibility for programmes in the School of Creative Arts.
- Academic Subject Group Leader with an overview of the programme.
- A Programme Leader who is responsible for the day to day management and who can advise students on the programme as a whole.
- Module Tutors who are responsible for individual modules.
- A School Admissions Tutor with specific responsibility for open days and selection.
- A programme committee, the membership of which includes the programme administrator, academic group leader, programme leader, all teaching staff, student representatives, a technical officer and the Information Hertfordshire Manager.

Support
Students are supported by:
- The Creative Arts Toolkit http://catoolkit.herts.ac.uk
- Orientation for overseas students.
- An induction at the beginning of each new academic session.
- Academic Subject Group Leader to oversee and advise on programme related issues.
- Programme Leader/Year Tutor to help students understand the course/programme structure.
- Tutors to provide academic and pastoral support.
- Technical Officer support.
- Student representatives on Programme Committees.
- On-site shop for materials; Loan Stores for camera and other equipment.
- Academic English support.
- International Students support.
- StudyNet, a versatile on-line inter-active intranet and learning environment.
- Guided student-centred learning on StudyNet module sites.
- Attractive modern study environments in two Learning Resources Centres.
- Access to extensive digital and print collections of information resources.
- A substantial Student Centre, providing advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc.
- Office of Dean of students, incorporating Chaplaincy, Counselling and Nursery.
- Medical Centre and Pharmacy.
- University Disability Advisors.
- An Equal Opportunities Officer.

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- The Careers, Employment and Enterprise service for all current students and graduates.
- The Students' Union.

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:
- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The Ask Herts website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In particular, UPR SA07 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147

G. Entry requirements

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

Selection is based on a portfolio interview, after which students may be required to complete a Foundation Year or Foundation Diploma before progressing to the degree course.

Applications will be considered on an individual basis and are particularly welcomed from students with non-standard qualifications, or from a variety of backgrounds. Access course students without GCSEs are not required to take these qualifications in addition to their Access award, but must ensure that any required subjects are fully met within their Access course.

Additionally, applications are welcomed from students who are completing Advanced level qualifications in relevant subject areas. This includes A-levels in subjects such as Media Studies, Communications Studies, Computer Studies, English Literature, Sociology, Film Studies, Design and Technology and National Diploma level courses in Art and Design, Media and Media Technologies, Information Technologies and related fields. On successful admission, such applicants will be supported through specific address to essential visualisation and research methods common to degree level Art and Design study.

The programme actively seeks to include students from groups who may be under-represented at HE level. Groups whose cultural experiences, views and aspirations may not usually include academic attainments and whose precursor qualifications and experiences may vary from those more normally used for entry to

degree level work.

In accepting students for study, the programme seeks to valorise a range of cultural and counter-cultural engagements and activities that demonstrate critical thinking and discussion about the contemporary media world and about contemporary technologies. These may be expressed in a range of creative practices and activities, both individually and in social or community contexts. This approach to entry not only reflects a broadening access mission, it claims richness in diversity of views and voices and it acknowledges the emerging patterns of media ownership, adoptions and street innovations that shape the world.

Non Standard Applicants / Direct Applicants into Years 2 or 3

If you have prior higher education or equivalent work experience, it may be possible for this to be taken into account, to enable advanced entry to your chosen programme. For example, if you have a Foundation Degree/HND in an appropriate subject and are aiming to achieve an honours degree, you may be considered for exemption from Level 4 and/or Level 5 studies (the equivalent of the first and second year of a full-time degree). You may also be awarded credit for relevant prior learning such as previous courses studied (APCL) or your industrial, professional or other experience (APEL).

English Language

All international students are required to demonstrate suitable levels of English language competence. This can be through previous study in English, but we often require specific performance in English tests. All undergraduates must be able to prove a minimum of IELTS 6.0, TOEFL 213 or equivalent.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact:

Hutton Hub Student Administration Service
Email: hhaq@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

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BA (Hons) Digital Media Design

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

	Module Title	Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
			Knowledge & Understanding						Intellectual Skills					Practical Skills					Transferable Skills				
Level 4	Visual Communication and Core Media Production	4CTA1298	X	X	X	X	X		X	X		X		X	X	X		X	X		X	X	
Level 4	Interaction and Hybrid Media Construction	4CTA1300	X				X	X	X		X	X	X	X	X		X	X	X	X	X	X	X
Level 4	Media in Mind: Histories, Theories, Contexts (C&CS)	4CTA1216		X	X	X		X		X	X		X			X	X				X		X
Level 5	Year Abroad	5CTA0001	X	X	X	X		X		X	X	X	X	X		X	X		X	X	X		
Level 5	Teamwork Practices	5CTA1259	X		X		X		X		X	X		X			X	X	X		X	X	
Level 5	Independent Project	5CTA1153	X			X	X						X	X	X	X	X		X				
Level 5	User Experience Design	5CTA1258	X	X					X		X	X				X		X		X		X	
Level 5	Storytelling and Gaming	5CTA1155	X		X	X				X		X		X			X						
Level 5	Connections and Perspectives I: Exploring Creative Media and Digital Cultures	5CTA1157		X	X	X		X		X	X		X			X			X	X	X		X
Level 5	Connections and Perspectives ll: Exploring Creative Media and Digital Cultures	5CTA1158		X	X	X		X		X	X		X			X			X	X	X		X
Level 6	Sandwich Year (Creative Arts)	6CTA1008																	X	X	X	X	X
Level 6	Year Abroad (Creative Arts)	6CTA0001	X	X	X	X		X		X	X	X	X	X		X	X		X	X	X		
Level 6	Employment Experience (Creative Arts)	6CTA1165																	X	X	X	X	X
Level 6	Study Abroad (Creative Arts)	6CTA1166	X	X	X	X		X		X	X	X	X	X		X	X		X	X	X		
Level 6	Degree Project	6CTA1102	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X		X	X	X
Level 6	Dissertation (C&CS)	6CTA1103		X	X	X				X	X	X				X		X		X			X
Level 6	Professional Practices	6CTA1104	X		X		X	X	X	X	X		X	X	X		X	X	X		X	X	

Key: Learning Outcome which is assessed as part of the module   ☒

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KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

A1. Processes of digital media design and realisation which include enquiry, planning, realisation and evaluation of outcomes and the techniques, processes and technologies used to create media artefacts and document the processes involved.

A2. The history of communication and media technologies and a recognition of the different ways in which the history of and current developments in, media and communication in a globalising culture can be understood in relation to technological change.

A3. The roles of communication systems, modes of representations and systems of meaning in the ordering of societies and of particular media forms and genres and the way in which they organise understandings, meanings and affects.

A4. The ways in which people engage with cultural texts and practices and make meaning from them, of the aesthetic and formal qualities at play and their relation to meanings, in particular cultural forms and an understanding of the narrative processes, generic forms and modes of representation at work in media and cultural texts.

A5. Processes for the creative invention of content and form of artefacts fit for a given purpose, the design decision process, the handling of digital media processes.

A6. Understand the contested nature of some objects of study within the fields of communication, media, film and cultural studies and the social and political implications of the judgements that are made.

Intellectual Skills

B1. Formulate and define media artefacts using design decision making methodologies including the ability to invent, propose and select from alternatives, consider audiences and evaluate artefacts in terms of their fitness for a stated purpose, consideration of aesthetic and formal elements and processes of testing and evaluation.

B2. Understand forms of communication, media and culture as they have emerged historically and appreciate the processes through which they have come into being with appropriate reference to the diversity of contemporary cultures and an understanding of how different groups variously make use of and engage with forms of communication, media and culture.

B3. Consider and evaluate their own work in a reflexive manner, with reference to academic and/or professional issues, debates and conventions.

B4. Evaluate designs for interactive media artefacts that are fit for purpose in terms of audiences, contexts and underlying technologies.

B5. Critically appraise some of the widespread common sense understandings and misunderstandings of the field, as well as identify the debates and disagreements to which these give rise.

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KEY TO PROGRAMME LEARNING OUTCOMES

Practical Skills

C1. Use a range of digital media software applications, associated hardware and storage devices and design methodologies to realise project artefacts of an appropriate quality including the documentation of design decisions and processes.

C2. Generate media artefacts using appropriate tools and techniques in response to a given brief or one of their own devising and which shows competence in operational aspects of media production technologies, systems, techniques and professional practices.

C3. Put to use a range of IT skills such as data analysis, word-processing, search engines and other systems to gather, evaluate and use information of many kinds.

C4. Initiate, develop and realise distinctive expressive and creative work within various forms of digital and/or electronic media and experiment, as appropriate, with forms, conventions, languages, techniques and practices.

C5. Use quantitative and qualitative approaches to gather material and use appropriate methodologies to reach sound conclusions.

Transferable Skills

D1. Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity.

D2. Gather, organise and evaluate sources and deploy ideas and information in order to formulate arguments cogently and express them effectively in written, oral or in other forms, to record experiences and solve problems.

D3. Communicate effectively in inter-personal settings, in writing and in a variety of media and work productively in a group or team, showing abilities at different times to listen, to contribute and lead effectively.

D4. Be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of media forms.

D5. Show insight into a range of attitudes and values arising from globalisation, international traditions and practices within and beyond their discipline.

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Section 2

Programme management

Relevant QAA subject benchmarking statements	Communication, Media, Film and Cultural Studies, General Business and Management and Art and Design
Type of programme	Undergraduate
Date of validation/last periodic review	January 16
Date of production/ last revision of PS	March 2021
Relevant to level/cohort	Level 4 entering September 2021
Administrative School	School of Creative Arts

Table 3 Course structure

Course details		
Course code	Course description	HECOS
CTDMD	BA (Hons) Digital Media Design	100636

Table 4: Transitional Arrangements

Minor Module amendments have been approved for academic year 2020-2021 at Level 4 and Level 5. The table below maps the transitional arrangements for students required to repeat modules that have changed.

Academic Year 2020-2021

Module that has been Failed	Module that student is to be re-enrolled on to Repeat	Notes
Design and Creative Practices 1 4CTA1214 / 4CTA1233 (HIC)	**Visual Communication and Core Media Production** 4CTA1298 / 4CTA1299 (HIC)	Students will take renamed version of the same module, with like-for-like credits.
Design and Creative Practices 2 4CTA1215 / 4CTA1234 (HIC)	**Interaction and Hybrid Media Construction** 4CTA1300 / 4CTA1301 (HIC)	Students will take renamed version of the same module, with like-for-like credits.
User Experience Design 5CTA1258	**Mobile and Web Application Design** 5CTA1154	Students will take renamed version of the same module, with like-for-like credits.

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Published (visible)

Definitive Module Document

1. MODULE CODE:	6CTA1102	**Academic Session:** 2020	**Version:** 1

2. LONG TITLE: Degree Project
3. SCHOOL/ DEPARTMENT: Creative Arts
4. CREDITS: 60
5. DATE FIRST OFFERED: 25-SEP-17
6. LEVEL: 6
7. LOCATION: - U H Hatfield

8. Module Aims:
The aims of this module are to enable students to...

- Further develop and consolidate a range of creative, research, planning, communication and technical skills that support the planning, realisation and management of projects within the digital media sector.

- Demonstrate effective skills and practices in the creation of digital media and other artefacts, in information handling, and in the expression of ideas, feelings and responses in a range of media formats.

- Critically evaluate material produced by themselves individually or as part of a group in terms of its fitness for purpose, target audience, vectors of distribution, and other contexts.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:
Successful students will typically:

Have knowledge and understanding of:

- Processes, practices and techniques used in the media industries to plan, manage and communicate the definition of a substantial production task involving a range of media taking account of the intended audience, means of distribution, and cultural and commercial contexts.

- A range of practices for the gathering and evaluating, organising and using source materials and research data with appropriate acknowledgement and compliance with professional codes of conduct.

- A range of appropriate tools, practices and skills for the realisation of digital media artefacts.

- A range of practices for evaluating their project in terms of its intended audience, means of distribution, cultural and/or commercial context, and contribution to longer term career goals.

9b. Skills and Attributes:
Successful students will typically:

Be able to:

- Make effective use of ideation, planning and documentation practices and tools to define a substantial digital media project which addresses a given purpose, audience, means of distribution and context.

- Make effective use of information gathering, evaluating and handling techniques appropriate to the defined task and context with reference to appropriate ethics or rights management processes.

- Manage a period of focussed and sustained practice (including ideas development and refinement, planning, enquiry, invention and creative development, responsive critical judgement, and presentation), demonstrating independence and autonomy to realise media artefacts fit for purpose in terms of audience, delivery and genre.

- Employ appropriate critical evaluation techniques to their own project artefact.

10. Modes of Delivery:
The following represents the mode and associated learning activities.

10a. Delivery Mode:
Classroom based

10b. Activities:

Activity	Hours
1.Classroom based lectures	6
2.Classroom based seminars and tutorials	12
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	30
7.Other directed independent study	120
8.Self-directed independent study	432
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**600**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This module is delivered in two phases; in the first part, your will develop an idea for your degree project and then develop the concept into a fully documented project proposal, in the second phase, you will carry out the project you have devised to produce your degree project.

In the planning phase, students are required to propose a project and investigate aspects of its planning, content, branding and contexts. The proposal process is aligned with industrial and professional practices where a project seeks funding from external agencies, or through internal commissioning processes, or is proposed in response to a call for participation.

In the production phase, the student produces their artefact(s) and other materials, managing the project and documenting their production and creative processes. This will typically involve the production of a range of assets, their assembly into an artifact and the testing of this artifact with users or audiences in an iterative process of refinement. Finally, students evaluate their project and produce promotion materials to communicate their project to a general audience.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

Module content is initially structured around support to students as they produce their project proposals. Topics covered in the lecture sessions include project initiation and specification, feasibility studies, project management techniques and specialised documentation and communication processes

A series of individual and group tutorials during the production of the Project Proposal, aims to guide the students towards producing a proposal defining a feasible and appropriate degree project.

In the second part of the module, the student sees through their personal project. The emphasis here is on

project realisation practices, on the professional skills of delivering a project to brief and on time, on the further development and consolidation of making and thinking skills, in project management and in the evaluation of work in progress and the final, branded outcomes. Alongside the
artefact(s) and supporting materials delivered on completion of the project, students provide a critical evaluation of their project outcome and produce materials to communicate their project to a wider audience.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: **Weighting:**

 Coursework 1   1

12b. Compulsory Information and Further Details:

Assessment within this module will normally involve three pieces of coursework requiring students to demonstrate how well they have assimilated the disciplines and principles covered.

The three assessments are usually weighted 30% for the proposal and pitch, 60% for the artefact and blog, 10% for the project promotion and branding. Student is expected to pass the module taking the total as an aggregate.

13. Pre and Co Requisites further comments:

14. Module Board:

Screen Group A Levels 5 & 6 1st Sitting Jun (MB)

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

6CTA1010

17. Any Other Comments:

18. Language of Delivery and Assessment:

Delivery - English
Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep				
Fac Reg				
ADAQ				

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.
None

Definitive Module Document

1. MODULE CODE:	6CTA1103	**Academic Session:** 2020		**Version:** 1
2. LONG TITLE:	Dissertation (C&CS)			
3. SCHOOL/ DEPARTMENT:	Creative Arts			
4. CREDITS:	30			
5. DATE FIRST OFFERED:	25-SEP-17			
6. LEVEL:	6			
7. LOCATION:	- U H Hatfield			

8. Module Aims:

The aims of this module are to enable students to...

- Initiate, plan, develop and complete a research project on a chosen topic relevant to their field of contemporary media practice, culminating in the production of a substantial dissertation (essay or report), or its negotiated equivalent in an alternative format;

- Review, consolidate and extend their knowledge and understanding of some of the ways in which diverse histories, academic critical approaches and theoretical models are able to inform the practices of contemporary media;

- Make confident use of a variety of information handling practices to gather, select and present materials from diverse sources in order to communicate a developed and persuasive critical argument;

- Establish a systematic and coherent body of knowledge within their chosen topic area;

- Enhance their prospects for employment and their ability to undertake successful further learning through the demonstration of important intellectual, practical and transferable skills.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

Have knowledge and understanding of:

- A chosen topic related to their field of contemporary media practice and appropriate to the level of study, including relevant traditions of creation, discussion, contextualisation;

- Specific works, histories, theories, commentaries and/or critical approaches of relevance to their chosen topic.

9b. Skills and Attributes:

Successful students will typically:

Be able to:

- Initiate, plan, develop and complete a sustained process of academic critical enquiry in a topic related to their field of contemporary media practice and appropriate to the level of study.

- Use a range of appropriate research and enquiry skills, including the location, evaluation and selection of primary and secondary materials.

- Apply critical, theoretical and analytical approaches to specific examples of work within developed, structured and well-communicated arguments.

- Communicate effectively, appropriately and persuasively in written, spoken and/or visual formats.

- Make full and accurate use of academic protocols of citation and reference, working within the ethical and legal frameworks of academic activity.

- Manage their own learning, studying independently and reflexively, identifying personal strengths and needs, responding to advice, setting achievable goals, managing workloads and meeting deadlines.

10. Modes of Delivery:
The following represents the mode and associated learning activities.

10a. Delivery Mode:
Classroom based

10b. Activities:

Activity	Hours
1.Classroom based lectures	11
2.Classroom based seminars and tutorials	14
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	0
7.Other directed independent study	50
8.Self-directed independent study	225
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**300**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This module enables students to build on the work carried out at Level 4 and (in particular) Level 5 through the development of a distinct academic enquiry related to their interests and practices, within the field of contemporary media practices. Although it is structured around a framework of lectures, seminars and tutorials (individual and small group), the module places emphasis on independent learning and the student's assured 'ownership' and communication of subject knowledge, critical ideas and theoretical approaches related to a negotiated, self-defined topic. Crucially, the module encourages students to recognise the value of applied scholarship in enhancing creative practice, professional confidence and employability.

During the module, a variety of formative assessment tasks are completed in order to support learning towards the submission of summatively-assessed outcomes.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

Working closely with tutors, students define an appropriate area of study as the basis for an extended enquiry into key social, cultural, historical, economic, aesthetic or technical issues related to contemporary media practices. A series of lectures and seminars provides the framework within which to formulate, propose and develop the agreed line of enquiry, with tutorial support being provided throughout the module to support

independent learning. Particular emphasis is placed on this self-directed aspect of the module, with content being directed towards the consolidation of skills in research, planning and organisation, critical analysis and argument, communication and presentation. The importance of dedicated studentship and ethical scholarship (including the use of academic protocols of citation, reference, and bibliography) are also highlighted.

The assessments for the module are designed to encourage a reflective and planned approach to the individual's study.

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12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: **Weighting:**

Coursework 1   1

12b. Compulsory Information and Further Details:

Assessment within this module will normally involve three pieces of coursework requiring students to demonstrate how well they have assimilated the disciplines and principles covered.

The three assessments are usually weighted 20% for the proposal, 20% for the literature review , and 60% for the essay. Student is expected to pass the module taking the total as an aggregate.

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13. Pre and Co Requisites further comments:

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14. Module Board:

Screen Group A Levels 5 & 6 1st Sitting Jun (MB)

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15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

6CTA1099

17. Any Other Comments:

18. Language of Delivery and Assessment:

Delivery - English
Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

None

Definitive Module Document

1. MODULE CODE:	6CTA1104	**Academic Session:** 2020	**Version:** 1

2. LONG TITLE: Professional Practices

3. SCHOOL/ DEPARTMENT: Creative Arts

4. CREDITS: 30

5. DATE FIRST OFFERED: 25-SEP-17

6. LEVEL: 6

7. LOCATION: - U H Hatfield

8. Module Aims:

The aims of this module are to enable students to...

- To orient themselves tow ards career activities after completion of study;

- Identify and address their professional and career aspirations and opportunities;

- Develop a range of understandings and skills required to find employment or professional practice;

- Be prepared for and to manage the change from undergraduate w orking activities to postgraduate study.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students w ill typically:

Have know ledge and understanding of:

- The role of personal values, motivations, skills and prior experiences w hen considering future career options and opportunities.

- Trends in patterns of graduate employment and professional career options i.e. employment, self-employment, freelancing, further study w ithin the multimedia industry in local and global terms.

- The requirements and expectations of graduate recruiters in terms of the skills, competencies, and modes of presentations they are likely to be assessed against.

9b. Skills and Attributes:

Successful students w ill typically:

- Develop a self-reflective stance to their academic attainment and to other relevant factors, and use this aw areness in career related planning and decision making.

- Gather and present information about professional and employment opportunities w hich relate to their current career aspirations.

- Make effective use of personal development tools, reflect on and develop career aspirations and goals, and track progress against the requirements of career development activities.

- Effectively present themselves, their skills, know ledge and abilities, and examples of their w ork in appropriate w ays for a variety of situations including: job interview s, online presence and netw orking events.

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Classroom based

10b. Activities:

Activity	Hours
1.Classroom based lectures	30
2.Classroom based seminars and tutorials	42
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	10
6.Online directed independent study	36
7.Other directed independent study	36
8.Self-directed independent study	146
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**300**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

Professional practices provide students with the appropriate tools and methodologies for preparing for and finding employment as well as deals with legal, ethical and economic frameworks of professional practice and employment.

The module is delivered through a combination of collective enquiry activities and individual studies. In the collective enquiry students work together to investigate the broad fields of the different media industries, their role in the digital economy, their distribution in the local, national and international contexts, typical earnings and patters of employment. In their individual studies they engage with job searching strategies, CV preparations, job applications, interview skills training, online portfolios and presence and networking strategies.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

Through collective and individual work students investigate the media industries. This leads to a number of activities including job search strategies, the development of interview skills and a critical evaluation and reflection of each other's performance.

In the first part of the module, students attempt to understand the current job market and the direction it is headed. Through a survey of contemporary materials ranging from academic writing to popular cultural imagery, the students speculate about the future of the industry – extrapolating from current trends to anticipate new devices, new markets, and new patters of use and consumptions. This is followed with some basic business skills which will allow the students to understand the process of setting up a small start-up company.

Following that, the students then undertake a study of the industry, sector or profession in which their stated career aspiration may be realized. This can be communicated to the tutor and their peers by a variety of ways such as a written prospectus, or on interactive guide or a poster. This is assessed in terms of content and visual communication.

Each student creates a personal career statement and a CV/Portfolio pack. The personal career statement sets out the expectations and skills requirements of an employer in a role the student expects to apply for on graduation. The CV/Portfolio pack is targeted to present the student's history, experiences, skills and work in such a way as to support that application. The content of the career statement, and the design and

presentation of the CV are emphasized in the assessment.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: **Weighting:**

  Coursework 1   1

12b. Compulsory Information and Further Details:

Assessment within this module will normally involve two pieces of practical coursework requiring students to demonstrate how well they have assimilated the disciplines and principles covered.

The two assessments are equally weighted, and the student is expected to pass the module taking the total as an aggregate.

13. Pre and Co Requisites further comments:

14. Module Board:

Screen Group A Levels 5 & 6 1st Sitting Jun (MB)

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

6MMF0042

17. Any Other Comments:

18. Language of Delivery and Assessment:

Delivery - English
Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

None