



This information should be used to serve as a guide to prospective students considering an application for admission to Southampton Solent University's degree programs.

Students at the Diploma in Film at Kristiania who plan to start at Southampton Solent University in September 2026 or September 2027 will join the third year (Level 6) of the **BA (Hons) Media Production**.

The level 6 courses of the BA (Hons) Media Production program are:

- CUP665 Final Major Project
- CUP666 Media Work
- CUP667 Producing For Social Media
- CUP668 Future Stories
- CUP669 Media Events
- CUP670 Mobile Audio Storytelling
- CUP671 Contemporary Photographic Practice

Solent University Module Descriptor

Module Code: CUP665

Module title: Final Major Project

Why is this module important?

Your final major project is likely to be the piece of work that most defines your time at University. Given creative freedom, you can work in either photography, video, audio or a combination of the above to produce an artefact that demonstrates all that you have learnt in your time on the course. Ultimately, the final major project is your chance to make a signature creative statement through your own media work.

What you will learn on the module

You will apply all of the learning on previous units in the production of a personal major media project. You will learn to conceptualise, pitch, research, develop and ultimately execute an original project over a time period that extends across your final year. Culminating in the Viva and End of Year Show exhibition you learn to take charge of the project's development and will learn skills of self-reliance and initiative that will develop your confidence as a self-starter and emerging media professional.

How you will learn

Your learning takes place predominantly within 1-to-1 supervisions where you fine tune your ideas and receive support and guidance from an experienced member of the teaching team. At this stage the expectation is that you will attend sessions having considered and completed set tasks so that the project is built over the time frame available demonstrating that you respond appropriately to supervisor feedback. This teaching may be supplemented by occasional lectures and / or seminar and small group tutorials where appropriate.

How much time the module requires

You are expected to study for 400 hours (which equates to 10 hours per credit). This total learning time is made up of contact time, directed learning tasks, independent learning and assessment activity.

How you will be assessed

Tasks which help you to learn and prepares you for summative tasks (Formative):

Your formative assessments will be a combination of in-class and self-directed learning activities. Successful engagement with these formative tasks will better prepare you for the summative assessments. Individual tutorials, group seminars, and group critiques will also be used to facilitate and enhance learning. The indicative formative tasks on this module are as follows:

- **Project Proposal:** you produce a proposal for your FMP and receive feedback and suggestions for research and development. It is recommended that this will occur towards the end of your second year allowing the Summer for the idea to gestate.
- **Tutorials:** throughout your final year you are allocated a supervisor to help you pilot your project to successful completion. As part of this process you will be expected to discuss ideas, follow up on suggested avenues of research and present results, prototypes, and preliminary drafts for feedback and feed forward. This process culminates with you showing a final draft of your FMP to your supervisor prior to submission for final feedback.

Tasks which count towards your degree (Summative):

1. Pitch: You produce a pitch for your major project that is supplemented by a preview taster / sizzle for your project. Your pitch might include amongst other things consideration of contributors, crew, story, style, audience, genre, tradition etc. The key aspect of the pitch is that the idea is now fully realised. You will be potentially asked questions by the panel as part of the pitch.
2. Major Project: You produce an individual major project with appropriate accompanying documentation. You are able to produce a major project in photography, audio or video and the recommendation is that video and audio work is 10 minutes in duration whilst a photography project consists of 12 photographs. This said it is very much your project and hence there is scope for you to define your own project by potentially combining media. As such the output is negotiated between yourself and team supporting teaching team on the basis of what you yourself want to produce.
3. Viva: you present a Viva to a panel supplemented by your show reel. Your Viva should demonstrate considerations that might include your own appreciation of your project, engagement with the process throughout the year and your contribution to the end of year show. The expectation is that your show reel should also demonstrate collaboration with fellow students on their parallel projects. You will be potentially asked questions by the panel as part of the viva.

When assessment does not go to plan

If your first attempt to submit for the assessment doesn't go to plan you will get a second opportunity which is called a 'referral'. If you are undertaking a referral you will be required to submit a new piece of work that fulfils the general requirements of the original assessment brief. This may take the form of either:

- i. The submission of an entirely new work in response to a revised or adapted brief, topic, or theme for the assessment that has been negotiated with your unit tutor.
- ii. A reworking of the original submission in light of tutor feedback.

In both cases the resubmission may draw on existing material produced during the unit but will be expected to also include additional new material. You will be expected to evidence your response to tutor feedback through the additional submission of a short reflection (approx. 300 words) that identifies mistakes, omissions, or errors and clearly highlights how these have been corrected or otherwise improved upon.

Where you find yourself individually submitting a referral for work that should have been undertaken as part of a group. An additional short critical reflection (300 words) may be required outlining your group working experience and setting goals for managing future challenges.

You are expected to meet with your unit tutor to agree a clear set of instructions as to the details of referral tasks you are required to undertake. These instructions and the written tutor feedback will form the basis of your referral brief. These instructions will be emailed to you in a timely manner in order to clarify yours and your tutor's expectations for the referral submission.

What you will be able to do after the module

1. Act within agreed guidelines taking responsibility for accessing support, acting on feedback and accepting accountability for determining and achieving project outcomes.
2. Apply knowledge in unfamiliar contexts, synthesizing ideas and information to generate novel solutions. Achieve an artefact that is coherent and resolved.
3. Apply methods and techniques you have learnt to review, consolidate and extend your knowledge and understanding of media production in the creation of a final major project.
4. Showcase awareness of your performance, artefact's effectiveness and collaborative working.

How this relates to the dimensions of Solent's Real-world curriculum framework

Dimensions	How you learn	How you are assessed
Students are challenged to think in critical, creative and applied ways	eg. You will evaluate multiple perspectives; you will apply theory A to practice B	eg. Group project to build a matchstick suspension bridge; compare and contrast two theories; make a film
Students are inspired to do research through inquiry, curiosity and problem-solving	eg. you are tasked to solve a problem using research evidence; students collect or analyse data	eg. You construct annotated bibliography; analyse and write up research; make infographics of numerical data
Students experience an intellectually stimulating curriculum which inspires them to learn for life	eg. you interview professionals in their discipline and write biographies; you identify and work on authentic problems	eg you link theory and practice to make outward facing websites, blogs, artefacts which have relevance within and outside the university

Summative assessment details

AE1	Weighting:	20%
	Assessment type:	Pitch including Preview Element
	Aggregation:	Aggregated to AE2 and AE3
	Length/duration:	15 minutes
	Online submission:	No
	Grade marking:	Yes
	Anonymous marking:	No

AE2	Weighting:	60%
	Assessment type:	Final Major Project
	Aggregation:	Aggregated to AE1 and AE3
	Length/duration:	Negotiated with supervisor and teaching team (approx;

		8-10 mins video, 10-15 mins audio, 10-12 photos)
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

AE3	Weighting:	20%
	Assessment type:	Viva and Show Reel
	Aggregation:	Aggregated to AE1and AE2
	Length/duration:	15 minutes
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

Module Author: Dr Jamie Clarke

Module Title: Final Major Project			
Credit Points:	40	Module Code:	CUP665
FHEQ Level:	6	School/Service	SMAT
Module Delivery Model:	CD	Max/Min student numbers	
Module Leader:	TBC		
HECOS code	100443		

Module change history:

Module Approved/Year Implemented/Code	February 2020	2020/21	CUP665
Module modified/Year Implemented/Code			
Add extra rows as required			

Solent University Module Descriptor

Module Code: CUP666

Module title: Media Work

Why is this module important?

Producing media is fun but it can also be your career. This module will help you to understand and reflect on the range of careers available to you in media work after graduation. You will also be introduced to the positives and negative aspects of media work and encouraged to situate yourself in relationship to these potential futures. Ultimately, the module helps you to find the right career path for you as graduation approaches.

What you will learn on the module

Media Work is the culmination of the employability aspect of your degree and uses the emergent discipline of Production Studies as its guide. In the course of your time at University you will have undertaken a minimum of 100 hours of work experience, or in the case of direct entry students an appropriate proportion of hours (e.g. L5 70 hours, L6 35 hours). On this unit you will combine these experiences with your work on previous units to establish your own brand and your own online presence to investigate and reflect on what you have learnt about the media professional sector, and, more importantly what you have learnt about yourselves in the process. The unit will also cover major, 'hot button' debates and issues that affect the sector and workers in various sectors of the media. At the end of the unit you will have a greater sense of your own possible futures within the industry.

How you will learn

Your learning on the unit occurs in seminar discussion that centres around specific topics such as identity and media work, location and media work etc. in terms of how case studies from the industry can be applied to your own lived work experiences and your own possible future careers. Alongside class sessions you are allocated a supervisor who will assist in piloting your portfolio to completion by tailoring these debates to your own immediate experiences in 1-to-1 or small group tutorials. This supervisor model is designed to facilitate a situation where your portfolio is a personal and self-aware expression of where you see your career as you approach graduation.

How much time the module requires

You are expected to study for 200 hours (which equates to 10 hours per credit). This total learning time is made up of contact time, directed learning tasks, independent learning and assessment activity.

How you will be assessed

Tasks which help you to learn and prepares you for summative tasks (Formative):

Your formative assessments will be a combination of in-class and self-directed learning activities. Successful engagement with these formative tasks will better prepare you for the summative assessments. Individual tutorials, group seminars, and group critiques will also be used to facilitate and enhance learning. The indicative formative tasks on this module are as follows:

- **Presentation:** formative assessment consists firstly of a class presentation where students present their 100 hours of work experience (or proportional equivalent for direct entry students) to the group for feedback. This material is potentially then used as a springboard to kick start discussion in the supervision process.

- Tutorials: students are allocated a supervisor and expected to produce draft elements of the summative assessment for feedback and feed forward culminating in their final submission.

Tasks which count towards your degree (Summative):

1. Portfolio: You produce a portfolio that reflects on your 100 hours or more of work experience (or proportional equivalent for direct entry students) during your time on the degree. The portfolio ought to include evidence of your work experience and should be a reflective account that may include consideration of your career aspirations following graduation. The portfolio can make use of a range of materials including text, image, and audio-visual media and is packaged into a portfolio using Mahara or similar software as determined by the unit teaching team at the time.

When assessment does not go to plan

If your first attempt to submit for the assessment doesn't go to plan you will get a second opportunity which is called a 'referral'. If you are undertaking a referral you will be required to submit a new piece of work that fulfils the general requirements of the original assessment brief. This may take the form of either:

- i. The submission of an entirely new work in response to a revised or adapted brief, topic, or theme for the assessment that has been negotiated with your unit tutor.
- ii. A reworking of the original submission in light of tutor feedback.

In both cases the resubmission may draw on existing material produced during the unit but will be expected to also include additional new material. You will be expected to evidence your response to tutor feedback through the additional submission of a short reflection (approx. 300 words) that identifies mistakes, omissions, or errors and clearly highlights how these have been corrected or otherwise improved upon.

Where you find yourself individually submitting a referral for work that should have been undertaken as part of a group. An additional short critical reflection (300 words) may be required outlining your group working experience and setting goals for managing future challenges.

You are expected to meet with your unit tutor to agree a clear set of instructions as to the details of referral tasks you are required to undertake. These instructions and the written tutor feedback will form the basis of your referral brief. These instructions will be emailed to you in a timely manner in order to clarify yours and your tutor's expectations for the referral submission.

What you will be able to do after the module

1. Take responsibility for your own learning and professional development using reflection and feedback on work experiences to review and appraise your own capabilities and to formulate and implement actions.
2. Critically analyse the major issues and debates in the world of media work and apply to your own experiences and career aspirations.
3. Evaluate, compare and synthesise a range of materials related to your own practice and professional careers in the production of a portfolio

How this relates to the dimensions of Solent's Real-world curriculum framework

Dimensions	How you learn	How you are assessed
Students are challenged to think in critical, creative and applied ways	eg. You will evaluate multiple perspectives; you will apply theory A to practice B	eg. Group project to build a matchstick suspension bridge; compare and contrast two theories; make a film
Students experience an intellectually stimulating curriculum which inspires them to learn for life	eg. you interview professionals in their discipline and write biographies; you identify and work on authentic problems	eg you link theory and practice to make outward facing websites, blogs, artefacts which have relevance within and outside the university
Students reflect and grow inwardly, socially and ethically to be able to confront the challenges of the world	eg. you reflect on your own consumer behaviour; you analyse environmental issues and develop moral reasoning through weighing up the greater good	eg. you develop manifestos or posters about challenges such as populism, sustainability, austerity eg you write blogs or reflections about their own development

Summative assessment details

AE1	Weighting:	100%
	Assessment type:	Portfolio
	Aggregation:	n/a
	Length/duration:	2000 words or equivalent plus evidence of 100 hours work experience (or proportional equivalent for direct entry students)
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

Module Author: Dr Jamie Clarke

Module Title: Media Work			
Credit Points:	20	Module Code:	CUP666
FHEQ Level:	6	School/Service	SMAT
Module Delivery Model:	CD	Max/Min student numbers	
Module Leader:	TBC		
HECOS code	100443		

Module change history:

Module Approved/Year	February 2020	2020/21	CUP666
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Implemented/Code			
Module modified/Year Implemented/Code			
Add extra rows as required			

Solent University Module Descriptor

Module Code: CUP667
Media

Module title: Producing for Social

Why is this module important?

The ability to make a film for a client and then understand its integration into a bespoke media campaign is a key skillset for today's job market. It goes beyond simply producing a film, to fully understanding the primary place it will occupy within a carefully devised social media campaign, conceived to garner maximum traction.

What you will learn on the module

You will learn the practical, logistical and interpersonal skills needed to make stand-out social media campaigns which articulate around a short drama production. This will cover single-camera drama production, including pre-production, production and post-production. Additionally, it will include the types of strategies that can underpin an appropriate accompanying social media campaign, including goal-setting and deliverables - all in negotiation with a client.

How you will learn

You will learn via a seminar delivery model, self-directed learning and interactions with clients who have a genuine need for social media content. You will be required to meet certain time and campaign launch constraints, so as allow the analysis and evaluation of the success of the social media campaign.

How much time the module requires

You are expected to study for 200 hours (which equates to 10 hours per credit). This total learning time is made up of contact time, directed learning tasks, independent learning and assessment activity.

How you will be assessed

Tasks which help you to learn and prepares you for summative tasks (Formative):

The formative tasks are designed to set client goals, performance milestones and benchmarks for the successful launch of a social media campaign, based around the single-camera drama production of a short film.

Your formative assessments will be a combination of in-class and self-directed learning activities. Successful engagement with these formative tasks will better prepare you for the summative assessments. Individual tutorials, group seminars, and group critiques will also be used to facilitate and enhance learning. The indicative formative tasks on this module are as follows:

- **Group Working Contract:** you will negotiate and evaluate your team's goals, values and vision for the project and produce a contract which will be further evaluated throughout the project's life cycle. This document is a living and dynamic indicator of the team's performance and will feed into the project evaluation at the end of the module.
- **Stakeholder meeting report:** this is where you set and document the project's initial goals and milestones, in liaison with your client
- **Greenlight for media content strategy:** once the project goals have been agreed, it will need client approval on the detail in order to proceed. This step will create a learning opportunity around the process of approving the fully-worked-up campaign plan.

- Campaign launch: this will allow you learn about the realities of a live launch as well as the datasets which will be used to evaluate and define its success.

Tasks which count towards your degree (Summative):

1. Portfolio (Group): To include media content, campaign deliverables (up to 1 min drama video, marketing strategy, audiovisual media), marketing materials, legal documents, group project evaluation (3000 words).

When assessment does not go to plan

If your first attempt to submit for the assessment doesn't go to plan you will get a second opportunity which is called a 'referral'. If you are undertaking a referral you will be required to submit a new piece of work that fulfils the general requirements of the original assessment brief. This may take the form of either:

- i. The submission of an entirely new work in response to a revised or adapted brief, topic, or theme for the assessment that has been negotiated with your unit tutor.
- ii. A reworking of the original submission in light of tutor feedback.

In both cases the resubmission may draw on existing material produced during the unit but will be expected to also include additional new material. You will be expected to evidence your response to tutor feedback through the additional submission of a short reflection (approx. 300 words) that identifies mistakes, omissions, or errors and clearly highlights how these have been corrected or otherwise improved upon.

Where you find yourself individually submitting a referral for work that should have been undertaken as part of a group. An additional short critical reflection (300 words) may be required outlining your group working experience and setting goals for managing future challenges.

You are expected to meet with your unit tutor to agree a clear set of instructions as to the details of referral tasks you are required to undertake. These instructions and the written tutor feedback will form the basis of your referral brief. These instructions will be emailed to you in a timely manner in order to clarify yours and your tutor's expectations for the referral submission.

What you will be able to do after the module

1. Recognise the principles and conventions of single-camera drama production in terms of their effective application to a social media campaign.
2. Devise, write, design, organise and produce a short single-camera drama production.
3. Formulate a targeted social media campaign from the range of marketing strategies introduced on the unit and reflect on the success of the campaign using appropriate analytics.
4. Operate in potentially complex and unpredictable contexts taking responsibility for negotiated stakeholder outcomes.

How this relates to the dimensions of Solent's Real-world curriculum framework

Dimensions	How you learn	How you are assessed
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Students are challenged to think in critical, creative and applied ways	eg. You will evaluate multiple perspectives; you will apply theory A to practice B	eg. Group project to build a matchstick suspension bridge; compare and contrast two theories; make a film
Students face outward to the community, industry and the global environment	eg. you volunteer or undertake community projects; you undertake live projects within industry or placements here and internationally	eg. you identify community problems and undertake interventions; you present interventions at poster conference; you design and plan buildings which architects evaluate.
Students learn from authentic, engaging and programmatic assessment	eg. you see the value of formative tasks and feedback because they are creative, meaningful and engaging	eg, you undertake assessment which mirrors practice in the discipline, for example personal trainers write reflective logs about their clients' performance

Summative assessment details

AE1	Weighting:	100%
	Assessment type:	Portfolio (group)
	Aggregation:	N/A
	Length/duration:	Portfolio including media content, campaign deliverables (up to 1 min drama video, marketing strategy, audiovisual media), marketing materials, legal documents, group project evaluation (3000 words)
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

Module Author: Martin Hughes

Module Title: Producing for Social Media			
Credit Points:	20	Module Code:	CUP667
FHEQ Level:	6	School/Service	SMAT
Module Delivery Model:	CD	Max/Min student numbers	
Module Leader:	TBC		
HECOS code	100443		

Module change history:

Module Approved/Year Implemented/Code	February 2020	2020/21	CUP667
Module modified/Year Implemented/Code			
Add extra rows as required			

Solent University Module Descriptor

Module Code: CUP668

Module title: Future Stories

Why is this module important?

The development of immersive, participatory, interactive and experiential media technologies challenges content creators to tell stories in fresh and engaging ways. Your ability to operate within these newly emergent conceptual spaces will provide you with the flexibility to adapt to this uncertain content creation landscape.

What you will learn on the module

You will investigate a range of emerging technologies in order to explore the story telling potential that arises from immersive, participatory, interactive and experiential media. You will utilise an agile and iterative development process to idea, prototype and test your ideas. The adoption of a user design philosophy will introduce you to a range of participatory research methodologies.

How you will learn

Primarily the course will be experiential, requiring you to collaborate with other team members on the development and delivery of a project prototype. The project delivery will be supported through short tutor led presentations, seminars, specialist practical workshops and regular stage reviews. The final stages of the project will involve a group led demonstration of a working prototype and the evaluation of the user experience through.

How much time the module requires

You are expected to study for 200 hours (which equates to 10 hours per credit). This total learning time is made up of contact time, directed learning tasks, independent learning and assessment activity.

How you will be assessed

Tasks which help you to learn and prepares you for summative tasks (Formative):

Your formative assessments will be a combination of in-class and self-directed learning activities. Successful engagement with these formative tasks will better prepare you for the summative assessments. Individual tutorials, group seminars, and group critiques will also be used to facilitate and enhance learning. The indicative formative tasks on this module are as follows:

- **Group Working Contract:** you will negotiate and evaluate your team's goals, values and vision for the project and produce a contract which will be further evaluated throughout the project's life cycle. This document is a living and dynamic indicator of the team's performance and will feed into the project evaluation at the end of the module.
- **Stage Reviews:** at an early stage in the development process you will be given an opportunity to pitch your ideas and get feedback from your tutor. Following an agile, iterative process you will then undertake regular stage reviews supported by your tutor which will enable you to evaluate the progress of your project.
- **User Experience Research:** the adoption of a user experience design philosophy will require the rapid prototyping and testing of your ideas on your target audience. The data gathered from this research should be expected to impact directly on your development process and will be evidence in your final submission.

Tasks which count towards your degree (Summative):

1. Client Meeting (group): the live demonstration or presentation of a prototype of an immersive experience, supported by evidence of user experience research and evaluation. The client meeting is an opportunity to not only present ideas and research but also will also provide an opportunity for in depth discussion of the work resulting in feedback and actions for improvement.
2. Portfolio (group): pitching package that sells an immersive experience and evidences a response to feedback from the live demonstration, supported by the submission of pitching documents, marketing materials, supporting legal docs, and a user experience evaluation.

When assessment does not go to plan

If your first attempt to submit for the assessment doesn't go to plan you will get a second opportunity which is called a 'referral'. If you are undertaking a referral you will be required to submit a new piece of work that fulfils the general requirements of the original assessment brief. This may take the form of either:

- i. The submission of an entirely new work in response to a revised or adapted brief, topic, or theme for the assessment that has been negotiated with your unit tutor.
- ii. A reworking of the original submission in light of tutor feedback.

In both cases the resubmission may draw on existing material produced during the unit but will be expected to also include additional new material. You will be expected to evidence your response to tutor feedback through the additional submission of a short reflection (approx. 300 words) that identifies mistakes, omissions, or errors and clearly highlights how these have been corrected or otherwise improved upon.

Where you find yourself individually submitting a referral for work that should have been undertaken as part of a group. An additional short critical reflection (300 words) may be required outlining your group working experience and setting goals for managing future challenges.

You are expected to meet with your unit tutor to agree a clear set of instructions as to the details of referral tasks you are required to undertake. These instructions and the written tutor feedback will form the basis of your referral brief. These instructions will be emailed to you in a timely manner in order to clarify yours and your tutor's expectations for the referral submission.

What you will be able to do after the module

1. Classify and deconstruct contemporary forms of immersive, interactive, participatory, and experiential media.
2. Make critical judgements about form, content and style applying these to their own creative practice and the production of meaning.
3. Analyse, evaluate and select from a range of available research resources and synthesise the results through a creative process.
4. Confidently and flexibly identify and define complex problems and apply appropriate knowledge, tools and methods to their solution.

How this relates to the dimensions of Solent's Real-world curriculum framework

Dimensions	How you learn	How you are assessed
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Students are challenged to think in critical, creative and applied ways	eg. You will evaluate multiple perspectives; you will apply theory A to practice B	eg. Group project to build a matchstick suspension bridge; compare and contrast two theories; make a film
Students are inspired to do research through inquiry, curiosity and problem-solving	eg. you are tasked to solve a problem using research evidence; students collect or analyse data	eg. You construct annotated bibliography; analyse and write up research; make infographics of numerical data
Students experience an intellectually stimulating curriculum which inspires them to learn for life	eg. you interview professionals in their discipline and write biographies; you identify and work on authentic problems	eg you link theory and practice to make outward facing websites, blogs, artefacts which have relevance within and outside the university

Summative assessment details

AE1	Weighting:	50%
	Assessment type:	Client Meeting
	Aggregation:	To AE2
	Length/duration:	15 minutes +/- 10%
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

AE1	Weighting:	50%
	Assessment type:	Portfolio
	Aggregation:	To AE1
	Length/duration:	Pitching package, with supporting documents plus 3000 words user experience evaluation
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

Module Author: Roy Hanney

Module Title: Future Stories			
Credit Points:	20	Module Code:	CUP668
FHEQ Level:	6	School/Service	SMAT
Module Delivery Model:	CD	Max/Min student numbers	
Module Leader:	TBC		
HECOS code	100443		

Module change history:

Module Approved/Year Implemented/Code	February 2020	2020/21	CUP668
Module modified/Year Implemented/Code			
Add extra rows as required			

Solent University Module Descriptor

Module Code:CUP669

Module title: Media Events

Why is this module important?

Events provide opportunities. They are frequently organized to show work, but also to create new networks and contacts. Organizing a successful event can raise your profile very effectively and offer the further opportunity to hone your leadership and project management skills.

What you will learn on the module

Project management, effective communication and team working are the main skills developed in this module. These are transferable skills that will prove useful in many professions.

How you will learn

Working in a group you will be tasked with designing and organising a small-scale event that has a clear connection with a media industry. You will be supported in this process. This is a problem-based unit and you will be expected to work independently as well as within class.

How much time the module requires

You are expected to study for 200 hours (which equates to 10 hours per credit). This total learning time is made up of contact time, directed learning tasks, independent learning and assessment activity.

How you will be assessed

Tasks which help you to learn and prepares you for summative tasks (Formative):

Your formative assessments will be a combination of in-class and self-directed learning activities. Successful engagement with these formative tasks will better prepare you for the summative assessments. Individual tutorials, group seminars, and group critiques will also be used to facilitate and enhance learning. The indicative formative tasks on this module are as follows:

- **Group Working Contract:** you will negotiate and evaluate your team's goals, values and vision for the project and produce a contract which will be further evaluated throughout the project's life cycle. This document is a living and dynamic indicator of the team's performance and will feed into the project evaluation at the end of the module.
- **Client briefing:** when there is a client involved you will conduct regular briefings, if there is not a client you will need to set your own goals and regularly re-assess them.
- **Pitch:** conduct a pitch for your production plan. This task will help with the planning, organization and time management of the event itself. It provides a checkpoint for your group.

Tasks which count towards your degree (Summative):

1. **Observation (group):** tutor observation of a student generated small-scale media event that enhances career opportunities.

2. Portfolio (group): project plan, legal documents, marketing materials and a group project evaluation (3000 words).

When assessment does not go to plan

If your first attempt to submit for the assessment doesn't go to plan you will get a second opportunity which is called a 'referral'. If you are undertaking a referral you will be required to submit a new piece of work that fulfils the general requirements of the original assessment brief. This may take the form of either:

- i. The submission of an entirely new work in response to a revised or adapted brief, topic, or theme for the assessment that has been negotiated with your unit tutor.
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Where you find yourself individually submitting a referral for work that should have been undertaken as part of a group. An additional short critical reflection (300 words) may be required outlining your group working experience and setting goals for managing future challenges.

You are expected to meet with your unit tutor to agree a clear set of instructions as to the details of referral tasks you are required to undertake. These instructions and the written tutor feedback will form the basis of your referral brief. These instructions will be emailed to you in a timely manner in order to clarify yours and your tutor's expectations for the referral submission.

What you will be able to do after the module

1. Work effectively within a team, demonstrating leadership qualities and negotiation skills in ongoing dialogue and goalsetting with stakeholders.
2. Apply the methods and techniques you have learnt to formulate a targeted marketing strategy.
3. Design, plan and implement a small-scale event maximizing employability and networking opportunities.
4. Create a branded event portfolio that documents individual contribution to event organization and execution and critically analyses and evaluates strategies for event management, networking and marketing.

How this relates to the dimensions of Solent's Real-world curriculum framework

Dimensions	How you learn	How you are assessed
Students experience an intellectually stimulating curriculum which inspires them to learn for life	eg. you interview professionals in their discipline and write biographies; you	eg you link theory and practice to make outward facing websites, blogs, artefacts which

	identify and work on authentic problems	have relevance within and outside the university
Students reflect and grow inwardly, socially and ethically to be able to confront the challenges of the world	eg. you reflect on your own consumer behaviour; you analyse environmental issues and develop moral reasoning through weighing up the greater good	eg. you develop manifestos or posters about challenges such as populism, sustainability, austerity eg you write blogs or reflections about their own development
Students face outward to the community, industry and the global environment	eg. you volunteer or undertake community projects; you undertake live projects within industry or placements here and internationally	eg. you identify community problems and undertake interventions; you present interventions at poster conference; you design and plan buildings which architects evaluate.

Summative assessment details

AE1	Weighting:	60%
	Assessment type:	Observation
	Aggregation:	To AE2
	Length/duration:	Small scale media event
	Online submission:	No
	Grade marking:	Yes
	Anonymous marking:	No

AE2	Weighting:	40%
	Assessment type:	Portfolio
	Aggregation:	To AE1
	Length/duration:	Project plan, legal documents, marketing materials, group project evaluation 3000 words
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

Module Author: Maja Hill

Module Title: Media Events			
Credit Points:	20	Module Code:	
FHEQ Level:	6	School/Service	SMAT
Module Delivery Model:	CD	Max/Min student numbers	
Module Leader:	TBC		
HECOS code	100443		

Module change history:

Module Approved/Year Implemented/Code	February 2020	2020/21	CUP669
Module modified/Year Implemented/Code			
Add extra rows as required			

Solent University Module Descriptor

Module Code: CUP670

Module title: Mobile Audio Storytelling

Why is this module important?

Audio content providers are increasingly turning to apps to deliver new and innovative listener experiences. This module will explore the creation of immersive audio experiences combining audio-visual content with geo-locational functionality delivered through a mobile app.

What you will learn on the module

You'll learn how sound can be harnessed to build an aurally rich sonic landscape and to devise strategies for communicating an aural story experience in a mobile app environment. You'll analyse and evaluate the evocation of presence and place in the development of site-specific and location-based story experiences that resonate with the user experience in compelling ways. You'll use specialist software, equipment and technologies in an appropriate manner leading to the delivery of a functioning prototype for a mobile audio experience.

How you will learn

You'll learn through practical workshops and classroom-based seminars to help you understand how geo-located app experiences work in terms of technical construction and geo-located story-telling functionality.

You'll learn by doing, in that you will be supported in researching, devising, building, and testing with potential users an app which delivers a geo-located audio-visual experience.

How much time the module requires

You are expected to study for 200 hours (which equates to 10 hours per credit). This total learning time is made up of contact time, directed learning tasks, independent learning and assessment activity.

How you will be assessed

Tasks which help you to learn and prepare you for summative tasks (Formative):

Your formative assessments will be a combination of in-class and self-directed learning activities. Successful engagement with these formative tasks will better prepare you for the summative assessments. Individual tutorials, group seminars, and group critiques will also be used to facilitate and enhance learning. The indicative formative tasks on this module are as follows:

- **Stage Reviews:** at an early stage in the development process you will be given an opportunity to pitch your ideas and get feedback from your tutor. Following an agile, iterative process you will then undertake regular stage reviews supported by your tutor which will enable you to evaluate the progress of your project.
- **User Experience Research:** the adoption of a user experience design philosophy will require the rapid prototyping and testing of your ideas on your target audience. The data gathered from this research should be expected to impact directly on your development process and will be evidence in your final submission.

Tasks which count towards your degree (Summative):

1. Client Meeting (individual): the live demonstration or presentation of a prototype of a mobile audio experience, supported by evidence of user experience research and evaluation. The client meeting is an opportunity to not only present ideas and research but also will also provide an opportunity for in depth discussion of the work resulting in feedback and actions for improvement.
2. Portfolio (individual): pitching package that sells a mobile audio experience and evidences a response to feedback from the live demonstration, supported by the submission of pitching documents, marketing materials, supporting legal docs, and a user experience evaluation.

When assessment does not go to plan

If your first attempt to submit for the assessment doesn't go to plan you will get a second opportunity which is called a 'referral'. If you are undertaking a referral you will be required to submit a new piece of work that fulfils the general requirements of the original assessment brief. This may take the form of either:

- i. The submission of an entirely new work in response to a revised or adapted brief, topic, or theme for the assessment that has been negotiated with your unit tutor.
- ii. A reworking of the original submission in light of tutor feedback.

In both cases the resubmission may draw on existing material produced during the unit but will be expected to also include additional new material. You will be expected to evidence your response to tutor feedback through the additional submission of a short reflection (approx. 300 words) that identifies mistakes, omissions, or errors and clearly highlights how these have been corrected or otherwise improved upon.

Where you find yourself individually submitting a referral for work that should have been undertaken as part of a group. An additional short critical reflection (300 words) may be required outlining your group working experience and setting goals for managing future challenges.

You are expected to meet with your unit tutor to agree a clear set of instructions as to the details of referral tasks you are required to undertake. These instructions and the written tutor feedback will form the basis of your referral brief. These instructions will be emailed to you in a timely manner in order to clarify yours and your tutor's expectations for the referral submission.

What you will be able to do after the module

1. Critically evaluate the ways in which sound contributes to the construction of aurally rich sonic landscapes and devise personal strategies for communicating an aural story experience;
2. Analyse and evaluate the evocation of presence and place in the development of site specific and location-based story experiences that resonate with the user experience in compelling ways;
3. Use specialist software, equipment and technologies in an appropriate manner leading to the delivery of a functioning prototype for a mobile audio experience.

How this relates to the dimensions of Solent's Real-world curriculum framework

Dimensions	How you learn	How you are assessed
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Students are challenged to think in critical, creative and applied ways	eg. You will evaluate multiple perspectives; you will apply theory A to practice B	eg. Group project to build a matchstick suspension bridge; compare and contrast two theories; make a film
Students are inspired to do research through inquiry, curiosity and problem-solving	eg. you are tasked to solve a problem using research evidence; students collect or analyse data	eg. You construct annotated bibliography; analyse and write up research; make infographics of numerical data
Students learn from authentic, engaging and programmatic assessment	eg. you see the value of formative tasks and feedback because they are creative, meaningful and engaging	eg, you undertake assessment which mirrors practice in the discipline, for example personal trainers write reflective logs about their clients' performance

Summative assessment details

AE1	Weighting:	50%
	Assessment type:	Client Meeting
	Aggregation:	To AE2
	Length/duration:	10-15 minutes, plus evidence of user experience research
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

AE2	Weighting:	50%
	Assessment type:	Portfolio
	Aggregation:	To AE1
	Length/duration:	Pitching package, with supporting documents plus words user experience evaluation (2000 words)
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

Module Author: Paul Stevens

Module Title: Mobile Audio Storytelling			
Credit Points:	20	Module Code:	CUP670
FHEQ Level:	6	School/Service	SMAT

Module Delivery Model:	CD	Max/Min student numbers	
Module Leader:	TBC		
HECOS code	100443		

Module change history:

Module Approved/Year Implemented/Code	February 2020	2020/21	CUP670
Module modified/Year Implemented/Code			
Add extra rows as required			

Solent University Module Descriptor

Module Code: CUP671 Module title: Contemporary Photographic Practice

Why is this module important?

You will analytically investigate the characteristics and properties of contemporary photography. Through conceptual understanding and sustained development, you will create an innovative body of work that explores and reflects your own interests and enhances your photographic practice.

What you will learn on the module

The module will combine the formal critical study of contemporary photographic practice with digital image production and you will produce a series of images which reflect and critique current practice and allow you to think reflectively about your own work and how to contextualise and present it for public audiences.

How you will learn

You will learn through a creative, practice-based approach to self-directed production which emulates the independent nature of contemporary practice within photography. This is underpinned through an exploration of historical and contemporary approaches and relevant theoretical issues so that you can situate your work in a critical context.

How much time the module requires

You are expected to study for 200 hours (which equates to 10 hours per credit). This total learning time is made up of contact time, directed learning tasks, independent learning and assessment activity.

How you will be assessed

Tasks which help you to learn and prepares you for summative tasks (Formative):

Your formative assessments will be a combination of in-class and self-directed learning activities. Successful engagement with these formative tasks will better prepare you for the summative assessments. Individual tutorials, group seminars, and group critiques will also be used to facilitate and enhance learning. The indicative formative tasks on this module are as follows:

- Classroom Pitch: a short pitch that builds on material developed in ideation workshops that will enable you to practice the process of creation and presentation.
- Workshop Tasks: a series of technical workshop tasks
- Course Blogs: you will publish online three separate (300-500 words) blog posts that focus on a creative & critical inquiry into your creative practice on the unit. The blog posts aim to encourage opportunities to analyse and evaluate theory and practice. It is also a way to generate reflection “in action” which can then synthesised into a later critical reflection for your final assessment.

Tasks which count towards your degree (Summative):

1. Portfolio (individual): a series of themed photographs (8-12 images) presented as a designed PDF portfolio with appropriate marketing and legal supporting documents.

You will write a 2000 word critical reflection that synthesises your blog posts focusing on critical and creative inquiry.

When assessment does not go to plan

If your first attempt to submit for the assessment doesn't go to plan you will get a second opportunity which is called a 'referral'. If you are undertaking a referral you will be required to submit a new piece of work that fulfils the general requirements of the original assessment brief. This may take the form of either:

- i. The submission of an entirely new work in response to a revised or adapted brief, topic, or theme for the assessment that has been negotiated with your unit tutor.
- ii. A reworking of the original submission in light of tutor feedback.

In both cases the resubmission may draw on existing material produced during the unit but will be expected to also include additional new material. You will be expected to evidence your response to tutor feedback through the additional submission of a short reflection (approx. 300 words) that identifies mistakes, omissions, or errors and clearly highlights how these have been corrected or otherwise improved upon.

Where you find yourself individually submitting a referral for work that should have been undertaken as part of a group. An additional short critical reflection (300 words) may be required outlining your group working experience and setting goals for managing future challenges.

You are expected to meet with your unit tutor to agree a clear set of instructions as to the details of referral tasks you are required to undertake. These instructions and the written tutor feedback will form the basis of your referral brief. These instructions will be emailed to you in a timely manner in order to clarify yours and your tutor's expectations for the referral submission.

What you will be able to do after the module

1. Evaluate and analyse the visual construction of contemporary photographs, and apply this mode of analysis to your own photographic work.
2. Work with ideas at a level of abstraction and identify the possibility of new concepts within existing knowledge, frameworks and approaches.
3. Communicate a concept or thematic through a 'series' of photographic images with consideration to audience and context.
4. Evaluate and devise considered platform for dissemination, curation and / or exhibition of photographic series.

How this relates to the dimensions of Solent's Real-world curriculum framework

Dimensions	How you learn	How you are assessed
Students are challenged to think in critical, creative and applied	eg. You will evaluate multiple perspectives;	eg. Group project to build a matchstick

ways	you will apply theory A to practice B	suspension bridge; compare and contrast two theories; make a film
Students are inspired to do research through inquiry, curiosity and problem-solving	eg. you are tasked to solve a problem using research evidence; students collect or analyse data	eg. You construct annotated bibliography; analyse and write up research; make infographics of numerical data
Students experience an intellectually stimulating curriculum which inspires them to learn for life	eg. you interview professionals in their discipline and write biographies; you identify and work on authentic problems	eg you link theory and practice to make outward facing websites, blogs, artefacts which have relevance within and outside the university

Summative assessment details

AE1	Weighting:	100%
	Assessment type:	Portfolio (individual)
	Aggregation:	n/a
	Length/duration:	8-12 images, supporting documents, 2000 word critical reflection
	Online submission:	Yes
	Grade marking:	Yes
	Anonymous marking:	No

Module Author: Matthew Lea

Module Title: Contemporary Photographic Practice			
Credit Points:	20	Module Code:	CUP671
FHEQ Level:	6	School/Service	SMAT
Module Delivery Model:	CD	Max/Min student numbers	
Module Leader:	TBC		
HECOS code	100443		

Module change history:

Module Approved/Year Implemented/Code	February 2020	2020/21	CUP671
Module modified/Year Implemented/Code			
Add extra rows as required			