Course Specification (Form B)

Please refer to the *Guidance for the Completion of Course Approval Documentation* and the QAA UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards: Chapter A3 - Securing Academic Standards and an Outcomes-Based Approach to Academic Awards: http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a

Name of the Final Enrollable Award(s)	BA (Hons)

Course Title	BA (Hons) Content, Media & Film Production BA (Hons) Content, Media and Film Production with Foundation

Level	3, 4, 5, 6	Credits:	480

Exit Awards, Level and Credits	o Level 4: Certificate of Higher Education – 120 credits o Level 5: Diploma of Higher Education – 240 credits o Level 6: BA (Hons) – 360 credits

School	London School of Film, Media and Design

Subject	Film & Media

Academic Partners	ScreenSpace, MetFilm School

Document Version	3

Date Document Completed	February 2022

Document Completed by	Jonny Persey and Lisette Johnston

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1. Awarding Body / Institution

University of West London

2. Teaching Institution

ScreenSpace

3. Admissions Criteria

Students will need the following academic qualifications:

BA (Hons) Content, Media & Film Production with Foundation Year
o   72 UCAS tariff points.
o   GCSE English and Maths at grade C or above (or equivalent)

BA (Hons) Content, Media & Film Production
For admission to the BA (Hons) Content, Media and Film Production course, applicants normally need a combination of any of the following:
o   96 UCAS tariff points or above which equals 3 (or more) A-Level/AVCE passes at grade C or above, with at least two GCSE passes (A-C) in English and Maths.
o   An Edexcel GNVQ at advanced level (or equivalent) at merit level. Alternatively, you will be considered if you have achieved 1 subject at GCE Advanced level and Foundation Diploma in Art and Design, supported by at least two GCSE passes (A-C) in English and Maths.
o   Equivalent qualifications obtained through a National Diploma (3 Merits), Access, NVQ and a variety of other pre-University level qualifications including International and European Baccalaureate.
o   Other qualifications, including overseas, may be considered.
o   We also accept those with relevant professional and vocational qualifications

Exceptionally, applicants who do not meet these course entry requirements may still be considered if the course team judges the application demonstrates additional strengths and alternative evidence. This might be demonstrated for example by related academic or work experience, the quality of the personal statement, a strong academic or other professional reference or a combination of these factors.

The subjects the Course Team will be looking for in your application are wide ranging: your A levels (or equivalents) may include English, History, Media, Business, Art and Design or other Social Science/Art related subjects.

IELTS Score for International Students (including the minimum score in all elements)	6.0 overall, and a minimum of 5.5 in each of the four skills of reading, writing, speaking and listening

4. Codes

UCAS Code A	P3W6
HECoS Code	Media production 100443
Institution Code	W05
Campus Name	ScreenSpace

5. Professional, Statutory and Regulatory Body accreditation (if applicable)

N/A

6. Career and progression opportunities and employability skills

The BA (Hons) degree course which is delivered by ScreenSpace is designed so that industry practices are embedded in the learning process from day one. Integral to this is the fact that students will work to briefs set by partners from across the creative industries as part of their assessments. Partners will be from industries such as film, TV, social media, marketing and creative entrepreneurship. For example, in Year one Twitter is the partner for the Tell a Story modules.

Students will benefit from a module system where they also acquire knowledge and understanding about the evolving media landscape (Screen Sense), learning about storytelling, analytics, audience media consumption and new trends in delivering video content (Craft Skills). Coupled with their practical experience (Production) students will emerge from their studies with a detailed and relevant understanding of how to operate when working in the media and other creative industries, equipping them with the necessary tools to navigate the complex media and creative industries job market.

Students will study at the MetFilm / ScreenSpace campus at Ealing Studios (and Prime Studios in Leeds), learning digital video production skills from skilled professionals who are active in the media industries. These skills will enable student to produce varied and innovative content which can be broadcast on different platforms and in different formats; from mobile and apps to online/360 video and film and TV. By working with professionals across the media industries, the skills learned will be relevant and up to date. This approach increases student employability in a fast changing and highly competitive job market. Currently 87% of graduates from MetFilm are working in the creative industries within six months. Career pathways could include traditional media roles such as producer, director, screenwriters, but also social media management, content curator, Head of Brand, digital video editor, Vlogger and creative entrepreneur.

A unique feature of ScreenSpace is that it operates out of Ealing Studios (and Prime Studios in Leeds) with support from other parts of the MetFilm portfolio. MetFilm is a leading screen organization with a mission to bridge industry and education, which means students studying at ScreenSpace have access to a wealth of expertise from working media professionals. This includes opportunities to work directly on productions for film and TV through MetFilm Production, as well as access to unique job openings and which are signposted through MetFilm Futures.

MetFilm Futures is a dedicated career support team that helps students and graduates navigate their path into industry in the following ways:
o   informing students and alumni about permanent and freelance job opportunities, internships and placements
o   organising masterclasses and career workshops with professional industry guest speakers
o   helping raise student profiles by promoting their short films, TV projects and web series
o   advising on film and video strategy, festival logistics and entry requirements
o   developing career skills such as networking, pitching, showreel creation and social profile building.

The ScreenSpace course not only gives students direct industry experience, it also connects them with the talented pool of industry contact looking for freelancers that for various projects. Students also have the chance to work directly with clients, responding to briefs and working to strict deadlines and budgets. As such, they will gain vital insights into working in the industry, thus enhancing their level of employability immeasurably.

ScreenSpace delivers its undergraduate courses on behalf of the University of West London. The partnership allows us to provide our students with the reassurance of an established educational institution, whilst gaining the benefits of an adaptive, innovative & dynamic new educator.

7.   Location of delivery

St Mary's Road [✓]   Brentford [   ]   Reading [   ]

Partner [✓]

Include address of partner delivery site: Ealing Studios, Ealing Green, London W5 5EP and
                                                Prime Studios, Kirkstall Road, Leeds, LS3 1HD

8.   Mode of delivery

(Copy and paste this symbol - ✓ into all the following that apply)

Full time ✓   Part time ☐   Part time intensive ☐   Work-based element of learning* ☐

Distance Learning ☐   With Placement Year ☐   Other ☐

If other, please specify: _____

*Work-based learning - if the course includes work-based learning elements, please specify below:
   a. Is employment in a particular work role necessary to complete assessments?
   b. Are work placements an essential part of the course? (Examples of work experience and employer engagement are requested in section 24)

a. No.
b. No.

9.   Planned Course Duration (number of years)

Full Time 4*   Full Time with Placement Year ☐

Part Time ☐   Part Time with Placement Year ☐

* Including Foundation Year, otherwise 3 years.

10.   Sequencing within the Academic Calendar

(Copy and paste this symbol - ✓)

September only start   ✓   February only start ☐   September and February start ☐

Other ☐   If other, please specify: _____

11.   First Date of Delivery of the Course (month and year)

September 2018

12.   Language of Study

English

13.   Formalised Links with External Organisations / Industrial Partners

Twitter, Microsoft, Karmarama and other partners, MetFilm community links, MetFilm Futures

14.   Student Support Arrangements

Undergraduate courses: Academic Partner provision
Throughout their course of study, each student will have access to a variety of sources of support depending on individual circumstances and needs. Apart from the ScreenSpace support framework, which encompasses the course leaders, the module leaders, learning teams in-course learning skills development, all students will have at their disposal a variety of different support systems.

Student advice, help and support is further detailed in the Student Handbook.

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The following support services are available for students through MetFilm Futures:
o Careers and Employment Services
o Student Advice
o Mentoring

Other support services via other channels include:
o Disability and Mental Health Advice
o Information and Funding Team
o Accommodation Service
o Chaplaincy
o Counselling
o Students' Union

The development of learning skills includes processes and activities such as critical appraisal, reflection, literature searching, information technology, peer review, group work, presentation, research, practice/professional skills, note-taking, writing skills, electronic information retrieval, communication skills and independent study at home. These skills will be an integral part of learning courses.

Students are expected to participate in an induction. This will introduce them to the requirements of their course of study and will provide an opportunity to receive all the relevant course documentation, visit the UWL Library and meet and discuss requirements and expectations of their planned learning experience with the course team and their learning team.

Further course specific information:
Each student is allocated into a Learning Group with a tutor. As well as academic teaching, another purpose of these groups is to provide pastoral care and:
o to identify and address the academic and support needs of students;
o to improve student achievement, progression and retention rates.
o syllabus based upon requirements of modules;
o provision of study skills;
o student reflection and review of progress.

15.	Aims of the course

BA Content, Media & Film Production at ScreenSpace aims to:
o Empower students to produce dynamic screen content through industry relevant coursework that entertains, informs, explores, educates and challenges audiences across a range of media platforms
o Facilitate the application of key techniques and creative approaches, cultivating a critical understanding of the relationship between the concepts, conventions and theories that support/underpin students' practical work
o Teach a wide range of creative, technical and editorial skills associated with all aspects of screen production, including film, TV, online/social media, advertising/branding, and gaming/VR
o Promote an awareness of contemporary ethical, social, political and commercial considerations associated with the exhibition of screen content across an array of platforms.

The core aims of the course focus on:
o Developing practical media and film production skills
o Understanding of audiences
o Creativity, critical and analytical and skills in portfolio development
o Employability
o Applying Useful Knowledge and reflective practice
o Technology-Enhanced Learning
o Engagement
o Excellence in Learning, Teaching and Assessment

Purpose:
The purpose of this course is to inspire the next generation of creative screen entrepreneurs, equipping them with knowledge, critical thinking skills, professional skills and attitude to deliver a range of filmed projects to their intended audiences. The course balances academic enquiry with practical training and encourages students to question arguments, theories, ethics and ideas.

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ScreenSpace is looking for students who are passionate about the power of screen storytelling in all its forms, and who desire the necessary practical skills and awareness to pursue a career in the creative screen industries. This course is designed for media entrepreneurs who relish the challenge to develop their skills and understanding of how to reach an audience across multiple screen platforms.

16. Content of the Course by Level (UG)

The BA (Hons) Content, Media and Film Production is a three-year course, and when taken with the Foundation Year is a four-year full-time course. The Foundation Year consists of two semesters, with two modules taught across each semester, and 2 per semester in addition. In the following years (Levels 4, 5, 6) students take three modules in each semester.

Year 1 / Level 4

Semester 1
Tell a Story: Storytelling fundamentals
- Screen Sense
- Craft Skills
- Production (5 min film which tells a story

Semester 2
Change Hearts: documentary
- Screen Sense
- Craft Skills
- Production (7 min documentary which aims to change attitudes

Year 2 / Level 5

Semester 1
Entertain Me: developing fictional content
- Screen Sense
- Craft Skills
- Production (pilot for a fictional feature film or TV series)

Semester 2
Change Minds: advertising/branded content
- Screen Sense
- Craft Skills
- Production (content that will effect opinion, build brands)

Year 3 / Level 6

Semester 1
Become Influential: innovation virality, audience engagement
- Screen Sense
- Craft Skills
- Production (webseries and digital media project)

Semester 2
Be an Entrepreneur: develop business plan and vision
- Screen Sense
- Graduation Production (project which showcases entrepreneurial spirit)

Semesters
- The course consists of six semesters, each of 16 taught weeks.
- Each semester contains 3 X 20 credit modules, in Screen Sense, Craft Skills, and in Production. These run in parallel for the first 9 weeks of the semester.
- The second half of the semester (week 10 onwards) is largely governed by the production module. Some assessments for Screen Sense and Craft Skills are submitted in the second half of the semester, allowing students to reflect on both the taught lessons and their production experience
- Production modules have two assessment due at the end (week 16), though some formative assessments will be used to reflect on the final pieces of work.
- An example of such a timetable is detailed below.

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Screen Sense Modules
o   Screen Sense modules address the relationship between a production and its audience, and cover purpose, narrative, business models and entrepreneurship.
o   The modules progressively develop general skills as well as focusing on the story and business models that apply to the specific production block.

Craft Skills Modules
o   Craft Skills modules give students access to the core technical and other skills required – including camera, postproduction, directing, and other.
o   In each semester these skills are further developed both generally and in the specific context of that type of production.

Production Modules
o   Production modules weave the learning in Craft Skills and screen sense into a practical production.
o   Students respond to a specific brief presented by an industry partner expert in that audience relationship and are judged by them at the end of the module.

While the students all take the same modules, there is optionality within modules. For example in the way students can approach tasks or assessment options, selecting what portfolio work they submit and options as to what format in which to make certain assessment submissions: audio, visual or written. Students will also have options in terms of the variety of roles they undertake in the production modules, and the theme or genre they select for certain production modules, particular in Be Influential and Be an Entrepreneur. These are detailed in the in the relevant sections.

Tell a Story Indicative Timetable — screen space

Date	Week	
10 Sept 2018	Enrolment	Enrolment: getting to know the ScreenSpace campus, UWL, fellow students, policies and practices
17 Sept 2018	Week 1	**Tell a Story: Screen Sense** / **Tell a Story: Craft Skills**
24 Sept 2018	Week 2	Screen Sense: Storytelling for the Screen, The Short Film / Craft Skills: Camera Skills: Using the camera to tell a story
01 Oct 2018	Week 3	Filmmaking: getting a performance
08 Oct 2018	Week 4	Editing Skills: Adobe Basics
15 Oct 2018	Week 5	Audience Expectations, Distribution Platforms
22 Oct 2018	Week 6	
29 Oct 2018	Week 7	
05 Nov 2018	Week 8	Portffolio item: Pitch or Script / Portlio item: work form Practical Exercise
12 Nov 2018	Week 9	
19 Nov 2018	Week 10	**Tell a Story: Production**
26 Nov 2018	Week 11	Shoot a Short Film up to 5 minutes in length
03 Dec 2018	Week 12	
10 Dec 2018	Week 13	Be Involved in as many productions as you like
17 Dec 2018	Week 14	
24 Dec 2018	Christmas	
31 Dec 2018	Christmas	
7 Jan 2019	Week 15	Submit 1 Production for Assessment and do a reflection which feeds into following semester
14 Jan 2019	Week 16	

Level 4: Semesters 1 & 2
Tell a Story
o   Define your creative purpose through the development and production of a short form piece of work that identifies and connects with the target audience.
o   Learn the basics of content, media and film production; creating a coherent narrative, using a range of production techniques and technical skills, and understanding the contemporary context.
o   Your challenge: Make a coherent production, find an audience and tell them a story that meets the brief set by Twitter.
o   This overall semester comprises of three modules: Screen Sense, Craft Skills and a Production Module.

Change Hearts
o   Use the power of storytelling to trigger an emotive response or 'change of heart' from the audience through social impact filmmaking.

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- o Learn to create documentary and factual content, to work with subjects, people, clients and to observe, capture, and edit to material, and to use the emotional power of storytelling to change attitude and behaviour.
- o Your challenge: Show a demonstrable change in opinion with a piece of content
- o This overall semester comprises of three modules: Screen Sense, Craft Skills and a Production Module.

Level 5: Semesters 1 & 2
Entertain Me
- o Develop an understanding of the core concepts of fiction storytelling and appreciate the audience's relationship with film and television through the production of a short film, TV pilot or feature film trailer.
- o Learn the audience and market dynamics of the film and television industries, and how to write, produce, direct, shoot, and edit in the world of fiction.
- o Your challenge: Create an excerpt or pilot for a feature film, a television pilot episode or a short film.

Change Minds
- o Inspire your audience to make a choice or change behavior through a piece of advertising or branded content in response to an industry client brief.
- o Learn how creative agencies and producers engage with clients to create content that will affect opinion, build brands, and change behaviour, and learn how to write, direct, shoot and edit for relevant formats.
- o Your challenge: Deliver a piece of content against a real-life client brief

Level 6: Semesters 1 & 2
Become Influential
- o Employ engaging storytelling techniques and use evolving new media technologies to create an online brand that garners a loyal following.
- o Learn the business dynamics involved in building a real presence in the digital space, engage with new and emergent innovations in audience engagement, and develop your skills in creating content with the capacity to build a loyal audience.
- o Your challenge: Develop content which attracts and retains viewers.

Be an Entrepreneur
- o Deliver a self-defined graduation project (40 credits) that develops your skills and showcases your talent in one of six specified areas: creative excellence, entrepreneurism, diversity, innovation, audience engagement or impact.
- o Develop your knowledge, skills and understanding in your chosen area, research and discover new techniques or technological methods to create film or content and learn entrepreneurship and business skills to raise funding.
- o Your challenge: Deliver a project which develops your skills and showcases your talent in the direction your career is heading, whilst demonstrating entrepreneurial spirit.

17. Summary of the Course for the HEAR transcript

BA (Hons) Content, Media and Film Production:

Section 1	ScreenSpace offers a BA (Hons) Content, Media & Film Production. This innovative course covers all aspects of film and media production, with a focus on creating professional content suitable for a range of different industries across a range of platforms: from TV and film to social media, digital video and VR/gaming. Students learn professional production skills and business understanding through creating content specific to real life industry content briefs.
Section 2	The course aims to produce graduates who develop careers in television, film production, creative entrepreneurship, social media management, digital marketing, audience engagement and mobile content creation among others. It covers practical video, TV production and post-production techniques,

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	Upon completion of the course, the graduates have: ○ A critical awareness of key developments in the media landscape, and how they apply to the screen-based industries. ○ An in-depth knowledge of key media planning, production and filmic techniques. A comprehensive and critical understanding of digital media and TV production. ○ The ability to critically analyse and effectively evaluate process and product in relation to video, analytics and digital media.
Section 3	A Bachelor's degree with Honours with Foundation Year is normally obtained after 4 years full time study (480 credits). The other levels offer exit points as follow: ○ 480 credits– BA Hons ○ 360 credits– Diploma of Higher Education ○ 240 credits– Certificate of Higher Education ○ 120 credits– Transcript of Credit

18. Module List and Pre-requisites

Module Title	Code	Level	Credits	Pre-requisites	Core	Option
Personalised Learning	ED30003E	3	20	N/A	✔	
Academic Performance	ED30002E	3	20	N/A	✔	
Contextual Studies in Media & Design	AD30002E	3	20	N/A	✔	
Creative Research in Media & Design	AD30003E	3	20	N/A	✔	
Creative Sectors	AD30004E	3	20	N/A	✔	
Foundation Major Project	AD30005E	3	20	N/A	✔	
Tell a Story: Screen Sense	New	4	20	N/A	✔	
Tell a Story: Craft Skills	New	4	20	N/A	✔	
Tell a Story: Production	New	4	20	N/A	✔	
Change Hearts: Screen Sense	New	4	20	N/A	✔	
Change Hearts: Craft Skills	New	4	20	N/A	✔	
Change Hearts: Production	New	4	20	N/A	✔	
Entertain Me: Screen Sense	New	5	20	N/A	✔	
Entertain Me: Craft Skills	New	5	20	N/A	✔	
Entertain Me: Production	New	5	20	N/A	✔	
Change Minds: Screen Sense	New	5	20	N/A	✔	
Change Minds: Craft Skills	New	5	20	N/A	✔	
Change Minds: Production	New	5	20	N/A	✔	
Become Influential: Screen Sense	New	6	20	N/A	✔	
Become Influential: Craft Skills	New	6	20	N/A	✔	
Become Influential: Production	New	6	20	N/A	✔	
Be an Entrepreneur: Screen Sense	New	6	20	N/A	✔	
Be an Entrepreneur: Production	New	6	40	N/A	✔	

19. Course Structure Diagram indicating the Module Delivery Plan

Undergraduate		
	Semester 1	**Semester 2**
Level 3	Personalised Learning Contextual Studies in Media & Design Creative Research in Media & Design	Academic Performance Creative Sectors Foundation Major Project
Level 4	Tell a Story: Screen Sense Tell a Story: Craft Skills Tell a Story: Production	Change Hearts: Screen Sense Change Hearts: Craft Skills Change Hearts: Production

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Level 5	Entertain Me: Screen Sense	Change Minds: Screen Sense
	Entertain Me: Craft Skills	Change Minds: Craft Skills
	Entertain Me: Production	Change Minds: Production
Level 6	Become Influential: Screen Sense	Be an Entrepreneur: Screen Sense
	Become Influential: Craft Skills	Be an Entrepreneur: Craft Skills
	Become Influential: Production	Be an Entrepreneur: Production

20. Course Learning Outcomes

Level 3	
Learning Outcomes	**Relevant Modules**
Knowledge and Understanding (A) 1. Evidence an emerging ability to identify key concepts, theories and practices relevant to the appropriate subject area (media and communication). 2. Demonstrate an introductory knowledge of contemporary developments across a range of media. 3. Show knowledge of the role of technology in the development of forms and practices.	o Personalised Learning o Academic Performance o Contextual Studies in o Media and Design o Creative Research in Media and Design o Creative Sectors o Major Foundation Project
Intellectual Skills (B) 4. Evidence an emerging ability to select appropriate research sources to support written and visual work. 5. Be able to participate in informed discussion of contemporary issues circulating the subject area (media and communication). 6. Develop the ability to reflect on your own creative work – strengths and weaknesses.	o Personalised Learning o Academic Performance o Contextual Studies in Media and Design o Creative Research in Media and Design o Creative Sectors o Foundation Major Project
Subject Practical Skills (C) 7. Evidence an ability to select and utilise appropriate practical tools and software at an introductory level. 8. Produce work which demonstrates an emerging understanding of key practical skills and techniques.	o Contextual Studies in Media and Design o Creative Research in Media and Design o Creative Sectors o Foundation Major Project
Key / Transferable Skills (D) 9. Begin to develop IT skills including basic competencies in relevant software. 10. Gather and organise ideas, expressing them effectively in written, visual and verbal means. 11. Work productively individual as well as in a group. 12. Communicate effectively with your peers and tutors.	o Personalised Learning o Academic Performance o Contextual Studies in Media and Design o Creative Research in Media and Design o Creative Sectors o Foundation Major Project
Level 4	
Learning Outcomes	**Relevant Modules**
Knowledge and Understanding (A) 1. Demonstrate awareness of contemporary screen practice in all its manifestations, recognizing the key modes of communication and representation 2. Demonstrate awareness of the critical role of audience viewership and in the production and exhibition of their own screen or filmed work 3. Demonstrate awareness of the key commercial, historical, cultural and technological debates relevant to the production of filmed content	o Tell a Story: Screen Sense o Tell a Story: Craft Skills o Change Hearts: Craft Skills o Change Hearts: Production o Change Hearts: Screen Sense
Intellectual Skills (B)	o Tell a Story: Production

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4. Demonstrate skills of critical awareness with which to analyse various forms of screen content, exhibiting self-reflection in the interpretation of their own work and the work of others 5. Recognise and describe the various concepts, ideas and theories that underpin their screen practice 6. Demonstrate awareness of appropriate research skills and how to apply them to their work	o Change Hearts: Production o Tell a Story: Screen Sense o Change Hearts: Screen Sense
Subject Practical Skills (C) 7. Demonstrate the basic ability to meet a production brief under guidance using specific technical, craft and creative skills in all aspects of production and postproduction 8. Apply appropriate techniques and skills to create screen artefacts across a variety of formats, demonstrating an understanding of aesthetics, technique and practice in individual and group work 9. Demonstrate an awareness of key storytelling techniques as they apply to various forms of screen/media content	o Tell a Story: Production o Change Hearts: Production o Change Hearts: Craft Skills o Tell a Story: Craft Skills
Key / Transferable Skills (D) 10. Demonstrate discipline and reliability as evidenced by attendance, punctuality, and fulfilment of obligations to fellow students 11. Communicate effectively in written and verbal form, demonstrate the ability to express and convey ideas with clarity, think critically, and give and receive constructive feedback 12. Demonstrate appropriate organizational skills in the planning, preparation, time management and successful execution of individual and group projects. 13. Display a pro-active approach to resolving problems, effectively troubleshooting through the appropriate use of resources, outside research, information and support available.	o Tell a Story: Production o Change Hearts: Screen Sense o Change Hearts: Production o Tell a Story: Screen Sense
Level 5	
Learning Outcomes	Relevant Modules
Knowledge and Understanding (A) 1. Apply a detailed awareness of contemporary screen practice in all its manifestations, recognizing the key modes of communication, representation and meaning 2. Competently define and discuss the critical role of audience in the production and exhibition of their own screen or filmed work 3. Develop a critical awareness of the key commercial, technological and regulatory implications relevant to the screen industry landscape, with the ability to debate issues from a broader ethical perspective	o Entertain Me: Craft Skills o Change Minds: Craft Skills o Change Minds: Screen Sense o Entertain Me: Screen Sense o Change Minds: Screen Sense o All Craft Skills Modules
Intellectual Skills (B) 4. Ability to analyse and evaluate various forms of screen content and entertainment business practices, applying a self-reflective approach in the interpretation of their own work and the work of others 5. Competently assess and apply various concepts, ideas and theories that underpin their screen practice, setting a broader framework for the analysis of their own work 6. Display appropriate research skills and business acumen towards the development of their screen projects, from initial idea through to completed artefact.	o Entertain Me: Screen Sense o Change Mind: Screen Sense o Change Minds: Production o Entertain Me: Production

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Subject Practical Skills (C) 7. Evaluate and decide on how to best meet a production brief in situations of varying complexity and predictability, requiring the application of a wide range of creative, technical and editorial skills with increasing autonomy. 8. Recommend and apply key storytelling techniques to various aesthetics and forms of screen/media content, displaying competency in technique, practice, and audience awareness in individual and group work.	o Entertain Me: Craft Skills o Change Minds: Craft Skills o Entertain Me: Production o Change Minds: Production
Key / Transferable Skills (D) 9. Demonstrate a high level of discipline and reliability as evidenced by attendance, punctuality, and fulfilment of obligations to fellow students 10. Communicate effectively in written and verbal form, summarise, and compare ideas with clarity, think critically, and give and receive constructive feedback 11. Apply competent organizational skills in the assessment, preparation, time management and successful execution of individual and group projects. 12. Work with limited supervision to display autonomy, independent thought, employability and professional practice 13. Display an understanding of different business approaches to used to resolve problems, effectively troubleshooting through the appropriate use of resources, outside research, information and support available.	o Entertain Me: Production o Change Minds: Production o Change Minds: Craft Skills o Entertain Me: Craft Skills o Entertain Me: Production o Change Minds: Production o Entertain Me: Production o Change Minds: Production o Entertain Me: Screen Sense o Change Minds: Screen Sense

Level 6	
Learning Outcomes	Relevant Modules
Knowledge and Understanding (A) 1. Identify and explain contemporary screen practice in all its manifestations, recognizing how considerations of business, exploitation and audience engagement impact on production 2. Identify and evaluate the significance of key commercial, historical, cultural and technological implications relevant to the screen industry landscape, with the ability to debate issues within a broader ethical and legal perspective 3. Critically analyse and apply professional codes of conduct, research methodologies and relevant business practices to their own work	o Be Influential: Screen Sense o Be an Entrepreneur: Screen Sense o Be Influential: Craft Skills o Be an Entrepreneur: Craft Skills
Intellectual Skills (B) 4. Critically analyse various forms of screen content, applying effective interpretations to a range of screened content 5. Demonstrate a comprehensive awareness of conceptual and theoretical issues that underpin their screen practice, displaying a high degree of self-reflection towards their own work and the work of others	o Be Influential: Production o Be an Entrepreneur: Production o Be Influential: Screen Sense o Be an Entrepreneur: Screen Sense
Subject Practical Skills (C) 6. Apply a high degree of autonomy, initiative and entrepreneurial innovation in the production of screen content in situations of varying complexity and predictability, requiring the application of a wide range of creative, technical and editorial skills to meet a stated brief 7. Apply complex storytelling techniques to various forms of screen/media content with high level of audience awareness, displaying distinctive use of aesthetics, technique and practice	o Be an Entrepreneur: Craft Skills o Be Influential: Craft Skills o Be an Entrepreneur: Production o Be Influential: Production

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Key / Transferable Skills (D)	
8. Communicate effectively by enabling understanding and engagement in various forms, demonstrating the ability to express and convey ideas with clarity, think critically, and give and receive constructive feedback	o Be Influential Screen Sense
9. Expand on comprehensive organizational skills in the planning, preparation, time management and successful execution of individual and group projects.	o Be an Entrepreneur: Production o Be Influential: Production
10. Arrange high level teamwork and professional practice, working successfully with limited supervision to demonstrate results-oriented strategies and employable skills	o Be an Entrepreneur: Production o Be Influential: Production
11. Display a comprehensive approach to resolving problems and effectively troubleshooting through the appropriate use of resources, outside research, information and support available.	o Be an Entrepreneur: Screen Sense

21. Course Level Skills Development

Progression of Learning
o The following framework defines common areas and aims for each module/semester. The framework allows for each semester to work synchronously with the rest, formalising key questions/concepts that are repeated at each level.
o The framework suggests key questions related to the student perspective/experience that are replicated sequentially in each semester.

Screen Sense	Craft Skills	Production
Mission and Purpose o What is my purpose as an entrepreneur? o How do I become an independent learner/practitioner?	Technical Competence o How do I use the technical and craft skills (directing, camera, editing) to achieve my technical aims?	Achievement of the Brief o How do I create a coherent project that engages an audience and meets the stated production brief?
Concept and Story o What do I want to say/do?	Creative Application o How do I use technical skills and my understanding of industry conventions and related theories to produce work that is creatively competent?	Production Management o How do I display appropriate planning, organizational and project management skills across diverse media platforms? Technical, Creative and Business Proficiency o How do I demonstrate the integration of screen sense and Craft Skills learning?
Audience/ Business/ Distribution o How do I reach my audience? o How do I integrate knowledge about the relevant screen business practices?		Professional Practice o How do I demonstrate the required professional practice through teamwork, peer review, interpersonal communication and personal responsibility?

Craft Skills and Screen Sense Development
Screen Sense
o In Tell a Story, the Screen Sense module encourages learners to engage with the relationship between producer and audience by asking them to focus on their own mission and purpose. It then introduces them to screen storytelling and gets them writing their first scripts – based on an overall understanding of the range of different screen types and the business models that apply to each.
o The modules progressively develop these general skills as well as focusing on the story and business models that apply to each specific semester.

Craft Skills
o Craft Skills in Directing, Camera and Sound, Editing and Postproduction develop progressively throughout the programme.
o In Semester 1, students learn and practice only on a smart phone and laptop.
o From Semester 2 onwards, students learn to use basic cameras as well.

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- On meeting the required attendance thresholds in each semester students earn kit coins which will give them access to selected camera, lighting and sound equipment for their student productions. They can spend these on subsequent productions, pool them with fellow students, or save them towards later semesters.
- In each successive semester in Levels 5 and 6, students learn and practice their Craft Skills on both phones and entry level cameras and learn skills and technology relevant to each semester.

Production
- Production modules assimilate all the learning that happen in Craft Skills and Screen Sense modules by putting the knowledge, skills and attitude learnt into practice.
- Meanwhile students learn to manage production, work to a brief and to a deadline, work as a team, and communicate effectively. They learn the ethics associated with productions and how to undertake relevant risk assessments.
- Students undertake much of their learning in Screen Sense and Craft Skills in groups of about 24.
- Throughout the programme, students also work in their learning teams (8 students per group).
- In the first semester they must make at least 1 of their productions in their learning team. They have more flexibility in subsequent semesters.

22. Teaching and Learning Approaches

The BA Content, Media & Film Production course run by ScreenSpace conforms to the strategy worked out for the UWL's School of Film, Media and Design as follows:

- Clearly defined Learning Outcomes are attached to all modules and supported, in every case, by teaching activities which ensure student engagement and assessment criteria which validates the achievement of such outcomes.
- Students are given a balanced workload reflected in a diverse range of assessment methodologies.
- Students are facilitated by academic guidance and supervision supported by key skills development and personal tutors.
- Feedback will be timely, formative and transparent in a format appropriate to the module. Assessment will be subject to internal moderation and scrutiny.
- Students are made aware of programme structure and content in the course handbook and in individual module study guides.

An essential aim of the course is that students are supported to develop and practice as reflective learners. A comprehensive range of teaching and delivery patterns will be used, designed to enhance knowledge and practical skills to enhance enthusiasm for the subject area and develop their production skills to an industry standard. Module study involves lectures, seminars, group work in dedicated learning teams, and practical sessions. The aim of the varied course delivery is to equip students with knowledge, professional skills and attitude to deliver a range of film and media projects to their intended audiences using multiple screen platforms.

Students are encouraged to document their learning journey and processes, adopting a reflective approach and this is put forward in a number of their assessments and in different options for assessment within the modules, for example, in reflecting on the production module using audio, visual or written means. Students are also encouraged to manage their own YouTube channel. This will demonstrate the skills and knowledge they have gained throughout the course and help them generate a portfolio of professional content as well as an online presence.

The focus on the role of the reflective learner within the screen media landscape will enhance graduate employability as students develop a mature understanding of the pragmatic relationship between creativity, current industry best practices and the role of the audience.

Critical analysis is developed through self-evaluation both in the form of critical commentaries and personal reflection, in addition to constructive criticism of peer work.

Learners engage in subject specific attributes related to the creative and media industries alongside developing highly practical and analytical skills in relation to production across a range of media and screen-based platforms, from film and TV to learning analytics, social media content creation and curation. Transferable skills are encouraged through all levels of the degree. In addition, in a course with a requirement for a high level of practical application of student learning, it is expected that the documentation of discussions in lectures, workshops and learning teams, will be seen as an effective means of monitoring progress.

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The learning team system provides personal and module-based support, ensuring that students have ample opportunity to discuss and record their personal progress throughout the course and is a means, by which they can monitor, build and reflect upon their personal development. The learning team meetings identify areas of strength and needing improvement as a means by which the students and tutor can agree a strategy for improving current skills and knowledge.

During the degree programme students will be able to identify a specific area of study they are interested in and will have options to engage in research, design and creative development relevant to their chosen area of study and type of production for each semester. Students will also have some choices in relation to certain assessment. This approach to the curriculum, with the flexibility to choose which pieces of work to put forward for assessment, is tailored to recognize and develop strengths, enabling students to produce portfolios, which reflect the breadth of the course and the requirements of specialised areas of potential employment.

23. Teaching and Learning Tools

A broad range of Teaching and Learning approaches are used throughout the course. A variety of different forms of assessment will be used and will incorporate some form of critical analysis / reflection / evaluation. The aim is to help students develop and understanding of the changing media landscape and audience needs in Screen Sense Modules, and encourage the student to reflect on the thinking, knowledge, technical skills and processes learned in Craft Skills. Production modules assimilate all the learning that happen in Craft Skills and Screen Sense modules by putting the knowledge, skills and attitude learnt into practice. The brief set for Production modules each semester will vary according to the overarching semester theme and also the industry partners involved.

Approaches used include:

Lectures
o   Whole-cohort lectures are an expedient approach to communicate predominantly information to the whole year at a time. They are also an efficient way for industry partners to present to the whole cohort at the same time.

Screen Sense and Craft Skills Groups
o   Considerable importance is attached in film and media production to working in smaller groups to promote greater participation, both in seminar form and in workshop form, where a range of more flexible arrangements best facilitate the different forms of learning required on a film course. Students undertake much of their learning in Screen Sense and Craft Skills in groups of about 24. Typical Craft Skills classes workshops may involve the demonstration and hands-on training in the use of our professional video equipment, group-based planning prior to the production of short films produced in small groups or feedback sessions at an edit station, where work-in-progress is discussed, and feedback provided to facilitate further refinement of films in post-production.

Learning Teams
o   Throughout the programme, students work in their learning teams (8 students per group). These are compulsory to attend and happen every week. These meetings form the basis of the learning/ pastoral/ production check-in relationship with course tutors, providing an opportunity to check on progress and discuss any wellbeing areas for concern. Wellbeing-related issues, often focusing on depression and anxiety have become far more prevalent within the past two years and it is essential that tutors, wellbeing team and Head of School all work together to ensure problem are picked up before they become insurmountable.
o   In the first semester students must make at least one of their productions in their learning team. They have more flexibility in subsequent semesters. In smaller groups students feel much more comfortable expressing their ideas and it is during these sessions that they will often best find their voice and be able to explore their own ideas relating to themes of study. Working in smaller groups, particularly on productions, also allows students the opportunity to take on a number of different roles

Production groups
o   To reflect industry practice, all Production modules require students to work in production teams to develop, plan, shoot and post-produce their films. At level 4 in semester 1 they must make at least one production with their learning team of 8 students. However, there is no limit on the amount of productions a student can participate in. Students are expected to fulfil key roles to simulate a small-scale professional production. Key

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roles include but are not limited to: producer/researcher, director, camera operator, sound recordist and editor. By semester 1 level 5 they are expected to work in a much larger production team to produce a studio production fitting the industry brief. Here the team will be typically 12 -15 crew and could include roles as varied as: producer, director, vision mixer, production assistant, floor manager, camera operators, sound supervisor, lighting supervisor, etc. Their work in semester 2 takes in roles such as social media manager, digital video editor and media campaign strategist. By level 6 students will work in crews of between 6 and 12, usually on a drama short film for their Final Project as part of the Be Entrepreneurial model, where they must also do a range of roles in relation to devising business plans for companies.

Presentations
o   Preparing students to be able to present their ideas and pitches coherently and compellingly to industry professionals their peers and tutors is a key objective of the course. To facilitate this, each semester has an industry partner with whom students must work at key points throughout the semester. In some cases this will involve a presentational element, or broadcasting a final project followed by tutor and partner feedback and interrogation to assess the feasibility of ides presented. This feedback serves as invaluable formative assessment and in some cases, presentations also form summative assessment points in both Screen Sense and Craft Skills modules.

Visits from Industry Partners
o   Each semester will be linked to an industry partner who will provide a client brief for the Production module. For example, in semester 1, Tell a Story is overseen by Twitter. The partner will work with students at key points throughout the semester and play a role in viewing and providing feedback on final projects put forward for assessment. Through MetFilm Futures, other industry partners often come to present work opportunities, production opportunities, collaborative ventures etc. to students and recent graduates.

Masterclasses by Established Industry Practitioners
o   Industry involvement in the course pervades many aspects of delivery and is also visible through the many visiting speaker presentations masterclasses and awards which the ScreenSpace team and MetFilm host each year. These are available to all school students, though individual cohorts may also have guest lectures from media professionals relevant to their semester of study.

Screenings of student work
o   The screening of student work – whether preliminary glimpses of work in progress or completed films which various students will have worked on plays a very important role in the delivery of the course. Students are typically invited to present their own work for scrutiny to their peers and tutors in a supportive group critique. Final productions at the end of each semester are presented to industry partners.
o   Productions are also uploaded by individual students to their own YouTube channels, which they are responsible for managing, as well as certain projects being broadcast on the main ScreenSpace YouTube channel.

Visits to Exhibitions, Galleries and Festivals
o   Students are kept abreast of the numerous media events, talks and festivals which run throughout the year and many students make the most of these opportunities. These include AdWeek, talks at the Google Campus, exhibitions, London Short Film Festival and BFI Future Shorts Festival.

24.	**Technology Enhanced Learning (TEL)**

The course subscribes to the University of West London' TEL strategy, which forms part of the more general IT strategy for the University, available at: https://www.uwl.ac.uk/sites/default/files/Departments/About-us/Web/PDF/policies/IT_strategy.pdf

The course deploys all the resources of the MetFilm VLE (Moodle) and reading lists interface with the UWL Library. Tutors will also be able to connect with students through a mobile portal built into the ScreenSpace Student Information System.

Blended Learning:
o   To ensure successful student learning, courses will adopt a blended learning approach to their teaching and learning strategy. This will include Moodle, YouTube, Fuze and VoiceThread where appropriate.

- o Students will be introduced to Moodle at the start of their study and other tools ahead of them being used in modules.
- o They encouraged to use these tools as supportive platforms for their engagement and learning on the course. This embedded approach will support with the structure of students learning from the start of their engagement with the course.

Moodle:
- o Electronic bulletin boards and e-mail correspondence will be used to facilitate the exchange of information between students and staff. Online submission is required for written work to enable students to upload and re-upload work virtually, including out of working hours up to a deadline date. Drafts can be checked with formative feedback offered virtually.

Social Media:
- o Various methods of learners disseminating their ideas are encouraged via social media platforms (blogs, Instagram, etc.), for specific modules across all levels. Interaction with external commentary is also encouraged.
- o Students are encouraged to make extensive use of social media to promote and track group activity and networking. Students will be allocated their own YouTube channel which they must manager throughout the degree programme, charting success, monitoring traffic and using analytics to make decisions about what content to share.
- o Students are encouraged to develop a professional online presence, including a LinkedIn profile.
- o Ethics and appropriate use of social media are entrenched in the course.

25. Assessment Approaches

A key aim is to foster reflective learners. The course ensures that this is made possible by providing clearly defined learning outcomes, teaching designed to engage students specifically with such learning outcomes, and a mode of assessment that incorporates individual and team-based assignments.

There is coherence between assessment, and teaching and learning methodologies. Assessments will be varied but always relevant to the nature of the activity / enquiry being carried out and to the expected outcome. This may involve presentation of research by written, visual or verbal means, written essay or portfolio, or demonstration of practical and manipulative skills.

Assessment strategy:

The Screen Sense module is run in tandem with Craft Skills and key learning then feeds into the Production module assessments

The assessment strategy is to use a synoptic assessment approach, which allows students to build upon their work and get regular feedback throughout the semester. This helps students develop their analytical, critical thinking and creative skills. Formative work can then be built upon throughout the teaching period.

In Screen Sense and Craft Skills students work towards creating a portfolio which involved submitting elements from both modules. These are then marked as one Portfolio assessment with elements student have worked on during the first 9 weeks of the assessment.

Screen Sense Portfolio content may include:
- o Reflective journal
- o Script
- o Case study
- o Analysis of literature
- o Industry report
- o Research evidence

Craft Skills Portfolio content may include:
- o Mood board
- o Edited sequence
- o Storyboard
- o Reflective journal
- o Call sheet/shooting plans

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- o Camerawork
- o Sound work
- o Director's notes

Students will then draw on their learning from both modules in order to complete the Production Module. The assessments for this module are an artefact (60%), which is the production created as part of the Industry partner brief e.g. a short film, web series, media campaign, pitch, and a reflection (40%). The reflection allows the student to reflect on the overall experience, measure their personal progress, identify obstacles and constraints, and evaluate strengths and weaknesses. Students will then set key objectives looking forward to the following semester. This approach is key in enabling students to improve or extend their profile with the support and guidance of their tutors.

Both formative and summative approaches to assessment are used extensively on the course:

Formative Assessment
- o Formative assessment is built into modules.
- o Feedback sessions are typically driven by the tutor, and peer feedback provides an important additional dimension in this process.
- o Peer review enables students to consider a range of perspectives, identifying where consensus emerges, then which being guided to make mature, measured decisions for adaption of their original plans prior to finalisation of their films.
- o If any grade is discussed at this stage is advisory in nature and is intended to help students improve their performance and eventual grade.

Summative Assessment
- o Summative assessment occurs at the end of an assignment or module.
- o When a module consists of more than one assignment the assessment is weighted, marks for each assignment are then aggregated to provide the module classifications.
- o Summative assessment classifications are reported to the Module Assessment Board (MAB) at the end of each Semester and contribute to the award of a final grade, once reported to the MAB assessment grades cannot normally be changed.

Feedback Policy
The course team is committed to providing feedback to students in line with University policy. Feedback on work will be given within fifteen (15) working days of the hand-in deadline.

Optionality within assessments:
While the students all take the same modules, there is optionality within modules. For example in the way students can approach tasks or assessment options, selecting what portfolio work they submit and options as to what format in which to make certain assessment submissions: audio, visual or written. Students will also have options in terms of the variety of roles they undertake in the production modules, and the theme or genre they select for certain production modules, particularly in Be Influential and Be an Entrepreneur. These are detailed in the in the relevant sections.

| 26. | **Assessment Matrix** |

For each academic level indicate clearly the number of core/option modules in the level header as appropriate, list the core modules first, followed by the options and in the latter case include 'option' at the end of the module title in brackets.

Assessment timings:
- o The first half of each semester (up to 9 weeks) consists of a series of taught sessions in all three modules, during which the students develop and prepare for their production.
- o The second half of the semester (week 10 onwards) is largely governed by the production module itself. Therefore assessments for Screen Sense and Craft Skills are largely submitted in the first half of the semester while Production modules have assessment due at the end, though some formative assessments will be used to reflect on the final pieces of work.

Module Title	Level	Credit	Assessment Type (see definitions below)	Weighting (%)	Overall Pass Mark	Threshold (%)	Submission : Week Number

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Level 3							
Personalised Learning	3	20	Webfolio	100	40	N/A	13 (Sem 1)
Academic Performance	3	20	Report	60	40	N/A	5 (Sem 2)
			Portfolio	20	40		9 (Sem 2)
			Reflection (Group debate)	20	40		12 (Sem 2)
Creative Research in Media &Design	3	20	Research	50	40	N/A	11 (Sem 1)
			Methods File	50	40		11 (Sem 1)
Contextual Studies in Media & Design	3	20	Synopsis	50	40	N/A	10 (Sem 1)
			Timeline	50	40		13 (Sem 1)
Foundation Major Project	3	20	Presentation	50	40	N/A	6 (Sem 2)
			Final Outcome	50	40		12 (Sem 2)
Creative Sectors	3	20	Report	50	40	N/A	5 (Sem 2)
			Presentation	50	40		7 (Sem 2)
Level 4							
Tell a Story: Screen Sense	4	20	Portfolio	100	40 / 40	N/A	10 (Sem 1)
Tell a Story: Craft Skills	4	20	Portfolio	100	40 / 40	N/A	10 (Sem 1)
Tell a Story: Production	4	20	Artefact (Short film)	60	40	N/A	16 (Sem 1)
			Reflection	40	40		16 (Sem 1)
Change Hearts: Screen Sense	4	20	Portfolio	100	40	N/A	10 (Sem) 2
Change Hearts: Craft Skills	4	20	Portfolio	100	40	N/A	10 (Sem) 2
Change Hearts: Production	4	20	Production	60	40	N/A	16 (Sem 2)
			Reflection	40	40		16 (Sem 2)
Level 5							
Entertain Me: Screen Sense	4	20	Portfolio	100	40	N/A	10 (Sem 1)
Entertain Me: Craft Skills	4	20	Portfolio	100	40	N/A	10 (Sem 1)
Entertain Me: Production	4	20	Production	60	40	N/A	16 (Sem 1)

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Module	Level	Credits	Assessment				
			Reflection	40	40		16 (Sem 1)
Change Minds: Screen Sense	4	20	Portfolio	100	40	N/A	10 (Sem 2)
Change Minds: Craft Skills	4	20	Portfolio	100	40	N/A	10 (Sem 2)
Change Minds: Production	4	20	Production	60	40	N/A	16 (Sem 2)
			Reflection	40	40		16 (Sem 2)
Level 6							
Become Influential: Screen Sense	4	20	Portfolio	100	40		10 (Sem 1)
Become Influential: Craft Skills	4	20	Portfolio	100	40		10 (Sem 1)
Become Influential: Production	4	20	Production	60	40		16 (Sem 1)
			Reflection	40	40		16 (Sem 1)
Be an Entrepreneur: Screen Sense	4	20	Report	100	40		10 (Sem 2)
					40		
Be an Entrepreneur: Production	4	40	Production	60	40		16 (Sem 2)
			Reflection	40	40		16 (Sem 2)

Assessment type	KIS category
Written exam	Exam
Written assignment, including essay	Coursework
Report	Coursework
Dissertation	Coursework
Portfolio	Coursework
Project output (other than dissertation)	Coursework
Oral assessment and presentation	Practical
Practical skills assessment (including OSCE)	Practical
Set Exercise	*Varies (see below*)*

*Examples might include data interpretation, data analysis exercises and problem-based or problem-solving exercises. The categorisation of set exercises will depend on the nature of the exercise being set. Typically, set exercises will not be conducted under exam conditions and will therefore normally be coursework. Where the set exercise is performed under exam conditions and does not involve the use of practical skills it should be treated as a written exam. Otherwise it should be a practical exam.

27. Opportunities for Work Experience and Employer Engagement

The development of 'employability skills' is key to this course and implemented alongside a personal tutoring system that will guide students' development to ensure they have acquired the skills, knowledge and experience to work at a professional level. As well as the usual technical and creative skills, a range of key transferable skills are

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also nurtured, enabling students to work to demanding briefs with employers and clients both within a specific work place as well as on location.

The course has close links with industry, with students working to industry briefs from day one in the form of our corporate partners. Students will pitch their ideas and produce portfolios against client briefs with companies such as Twitter, Microsoft and leading production company Karmarama. Students will also have access to the wealth of professional expertise across the MetFilm portfolio, including MetFilm Creative and MetFilm Production, which have numerous contacts within the media and film production sector in and around London. Many students will go on to establish regular links with industry partners on completion of their course, having already produced professional content as part of their degree programme.

MetFilm receives regular requests for production commissions, from local NGOs, companies and community organisations and also receives regular requests from in-house clients. MetFilm Creative works with clients on many corporate projects, pairing students and alumni from both our BA and MA courses.

28.   Personal Development Planning (PDP)

The course prioritises the importance of continually growing and improving each student's digital presence by ensuring they develop their creative digital portfolio. This requirement is built into the course requirements from level 4 and includes:
o   Working to briefs set by industry partners and liaising with these partners in a professional capacity where appropriate.
o   Establishing and building a digital presence through their dedicated YouTube channel, showcasing recent production work, including that submitted for assessments.
o   Visible online networking activity through sites such as Linked in and numerous media-specific networks

Throughout their period of study there is an emphasis on personal development, and this is reflected in the Craft Skills assessments which have a reflective element in the Learning Outcomes. Emphasis in the Production modules is placed on collaborative group practice and trouble-shooting problems within the team. Successful fulfilment of allocated production roles is a key factor in assessing the success of such projects. PDP elements are embedded throughout the Production modules where students can undertake a variety of roles across Producing, Directing, Post-Production, and other Production roles.

The key learning points which emerge during the course are:

o   **Critical analysis**: 'deconstruct' a problem or situation; relate, compare and critically evaluate data from different sources; identify issues; secure relevant information
o   **Attention to detail**: accomplish tasks through a concern for all areas involved
    Decision making: choose the best option from a range of alternatives
o   **Judgement**: determine the most appropriate course of action and draw conclusions that are based on logical assumptions that reflect factual information
o   **Problem solving**: select and use appropriate methods to find solutions; cope with ambiguous and complex situations
o   **Flexibility/adaptability**: respond positively to changing circumstances and new challenges
o   **Team work**: work constructively with others on a common task
o   **Influencing/negotiating**: convince others of the validity of one's point of view in a group or one-to-one; discussion to achieve mutually satisfactory resolution of issues
o   **Planning and organising self and others**: establish a course of action for self and/or others to accomplish specific goals, prioritize tasks, allocate resources, structure action and keep to deadlines
o   **Digital literacy**: use a range of software and analytics from different sources effectively and based on that use make editorial decision about how to use content or where to place it.
o   **Self-awareness**: awareness of own strengths and weaknesses, aims and values
o   **Reflectiveness**: reflect on the performance of oneself and others
o   **Employability**: develop the relevant skills to leave ScreenSpace 'work ready' with a variety of contacts, resources and a professional portfolio of work and experience dealing with industry leaders.
o   **Communication**: express ideas effectively and convey information appropriately and accurately.
o   **Initiative**: take action unprompted, identify opportunities and put forward ideas and potential solutions.

29. QAA Subject Benchmarks

The Learning Outcomes have been mapped against the QAA Subject Benchmark Statement: Communication, Media, Film and Cultural Studies (Oct 2016) at www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3123#.Wq5YlujFIdU.

QAA Subject Benchmark Statement	Course Learning Outcomes	Assessed in Modules
4. Knowledge and Understanding		
4.2 Communications, Culture and Society		
The roles of communication systems, modes of representations and systems of meaning in the ordering of societies.	L4: 4.3 L5: 5.3 L6: 6.2, 6.4	Tell a Story: Screen Sense Change Hearts: Screen Sense
The economic forces that influence and frame the media, film, cultural and creative industries, and the role of such industries in contemporary political and cultural life.	L4: 4.2, 4.3 L5: 5.3 L6: 6.1, 6.2	Become Influential: Screen Sense Be an Entrepreneur: Screen Sense
The roles that media, film and cultural institutions play in different societies.	L4: 4.3 L5: 5.3 L6: 6.2	Change Minds: Screen Sense Entertain Me: Screen Sense
The roles of cultural practices and institutions in society.	L4: 4.3 L5: 5.3 L6: 6.2	Change Minds: Screen Sense Be Influential: Screen Sense
Particular media forms and genres, and the way in which they organise understandings, meanings and affects.	L4: 4.9 L5: 5.6, 5.8 L6: 6.7	Tell a Story: Screen Sense Become Influential: Screen Sense
The role of changing technology in media production, content manipulation, distribution, access and participation.	L4: 4.1, 4.2, 4.7, 4.8 L5: 5.2, 5.7, 5.8 L6: 6.1, 67	Change Minds: Craft Skills Be an Entrepreneur: Craft Skills Be an Entrepreneur: Screen Sense
The diverse modes of reception and use of media technologies and contents.	L4: 4.1, 4.3, 4.8, 4.9 L5: 5.1, 5.4 L6: 6.1, 6.4	Be Influential: Craft Skills
The ways in which participatory access to the central sites of public culture and communication is distributed along axes of social division, such as disability, class, ethnicity, gender, religion, age, location, nationality, and sexuality.		Change Minds: Screen Sense Change Hearts: Screen Sense
The dynamics of public and everyday discourses in the shaping of culture and society.	L4: 4.3, 4.5, 4.11 L5: 5.3 L6: 6.2, 6.8	All Screen Sense modules
The ways in which different social groups may make use of cultural texts and products in the construction of social and cultural realities, cultural maps and frames of reference.	L4: 4.2 L5: 5.2 L6: 6.1	Change Hearts: Screen Sense
The role of public and private regulation of the practices and products of media and film.	L4: 4.3 L5: 5.3 L6: 6.2, 6.3	Entertain Me: Craft Skills Entertain Me: Screen Sense
4.3 Histories		
The contribution of media organisations to the shaping of modernities.	L4: 4.3 L5: 5.3 L6: 6.2	Tell a Story: Screen Sense Change Minds: Screen Sense
The development of media and cultural forms in a local, regional, national, international or global context.	L4: 4.3 L5: 5.3 L6: 6.2	Tell a Story: Screen Sense Be an Entrepreneur: Screen Sense

The social, cultural economic, and political histories from which different media, film and cultural institutions, modes of communication, practices and structures have emerged.	L4: 4.3, 4.9 L5: 5.3, 5.5 L6: 6.2, 6.5	All Screen Sense modules
The interconnectedness of texts and contexts, and of the shifting configurations of communicative, cultural and aesthetic practices and systems.	L4: 4.3 L5: 5.3 L6: 6.2	Be Influential: Screen Sense Be Influential: Craft Skills Tell a Story: Craft Skills
The historical evolution of particular genres, aesthetic traditions and forms, and of their current characteristics and possible future developments.	L4: 4.3, 4.9 L5: 5.3, 5.5, 5.8 L6: 6.2, 6.5, 6.7	Entertain Me: Craft Skills Become Influential
The history of communication, film and media technologies, and a recognition of the different ways in which the history of, and current developments in, media and communication can be understood in relation to technological change.	L4: 4.3 L5: 5.3 L6: 6.2	All Screen Sense modules
The interrelationships of technological and social change.	L4: 4.3 L5: 5.3 L6: 6.2	Change Hearts: Screen Sense Change Hearts: Production
The development of forms and practices in cultural consumption, including the emergence of 'sub-cultures.'	L4: 4.3 L5: 5.3 L6: 6.2	Tell a Story: Screen Sense Change Minds: Screen Sense
The ways in which theories, debates and concepts have evolved in particular historical context.	L4: 4.1, 4.3, 4.5 L5: 5.1, 5.3, 5.5 L6: 6.1, 6.2, 6.5	Entertain Me: Screen Sense Be an Entrepreneur: Screen Sense

4.4 Processes and Practices		
The processes linking pre-production, production, distribution, circulation, reception and use.	L4: 4.1, 4.2, 4.7, 4.8, 4.12 L5: 5.1, 5.2, 5.7 L6: 6.3, 6.6	All Craft Skills and Production Modules
The ways in which individuals and groups express their identity and communicate such identities culturally.	L4: 4.2 L5: 5.2, 5.3, 5.5, 5.8	Tell a Story: Craft Skills Tell a Story: Production
The processes of cultural and subcultural formations and their dynamics.	L4: 4.3 L5: 5.3 L6: 6.2	Tell a Story: Screen Sense
Key production processes and professional practices relevant to media, film, cultural and communicative industries, and ways of conceptualising creativity and authorship.	L4: 4.1, 4.5, 4.7, 4.8, 4.9 L5: 5.5, 5.7, 5.8 L6: 6.3, 6.5, 6.6, 6.7	All Craft Skills and Production Modules
Professional and occupational codes and practices in cultural production, distribution and reception.	L4: 4.1, 4.2, 4.7, 4.8, 4.9 L5: 5.1, 5.7 L6: 6.3, 6.6, 6.7	All Production Modules
The legal, ethical and other regulatory frameworks, including the intellectual property framework that are relevant to media and cultural production, manipulation, distribution, circulation, and reception.	L4: 4.3 L5: 5.3 L6: 6.2, 6.3	Become Influential Craft Skills Become Influential Screen Sense
How media, film, cultural and creative organisations operate, communicate and are managed.	L4: 4.1 L5: 5.1 L6: 6.1	Tell a Story: Production Change Minds: Production
How work is organised in the 'creative industries' whether individually or collaboratively.	L4: 4.1, 4.7, 4.8 L5: 5.1, 5.7 L6: 6.1, 6.2, 6.6	Change Hearts: Production Be an Entrepreneur Craft Skills Be an Entrepreneur Production
The material conditions of media and cultural consumption, and of the cultural contexts in which people appropriate, use and make sense of media and cultural products.	L4: 4.1, 4.3 L5: 5.1, 5.3 L6: 6.1, 6.2	Change Minds: Production Change Hearts: Craft Skills
How media products and platforms might be understood within broader concepts of culture.	L4: 4.3, 4.5 L5: 5.3, 5.5 L6: 6.2	All Screen Sense Modules

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The ways in which data are stored, organised and used and the social and political implications thereof.	L4: 4.1 L5: 5.1 L6: 6.1	Become Influential: Craft Skills Change Hearts: Craft Skills

4.5 Forms and Aesthetics		
The aesthetic and formal qualities at play, and their relation to meanings, in particular cultural forms.	L4: 4.4, 4.5, 4.9 L5: 5.4, 5.5, 5.8 L6: 6.4, 6.7	Change Minds: Screen Sense Entertain Me: Production Tell a Story: Craft Skills
The cultural and social ways in which aesthetic judgements are constructed and aesthetic processes experienced.	L4: 4.7, 4.9 L5: 5.7, 5.8 L6: 6.4, 6.7	Entertain Me: Screen Sense
Creative processes and practice through engagement in one or more production practices.	L4: 4.7, 4.8, 4.9 L5: 5.7, 5.8 L6: 6.6, 6.7	All Craft Skills and Production Modules
The role that aesthetic and other pleasures and judgements may play in the production and maintenance of social relations.		Change Minds: Craft Skills
The production and reception of a range of aesthetic pleasures associated with cultural, film and media products.	L4: 4.2, 4.7, 4.8, 4.9 L5: 5.2, 5.7, 5.8 L6: 6.1, 6.6, 6.7	All Craft Skills and Production Modules
The narrative processes, generic forms and modes of representation at work in media and cultural texts.	L4: 4.4, 4.9 L5: 5.4, 5.8 L6: 6.4, 6.7	All Screen Sense and Production Modules
The ways in which specific media and their attendant technologies make possible different kinds of aesthetic effects and forms.	L4: 4.7, 4.8 L5: 5.7, 5.8 L6: 6.6	Be Influential: Production Be an Entrepreneur: Screen Sense Tell a Story: Craft Skills
The audio, visual and verbal conventions through which sounds, images and words make meaning.	L4: 4.7, 4.8, 4.9 L5: 5.7, 5.8 L6: 6.6, 6.7	All Craft Skills and Production Modules
The ways in which people engage with cultural texts and practices.	L4: 4.5 L5: 5.5 L6: 6.5	All Craft Skills and Production Modules

4.6 Culture and Identity		
The complexity of the term 'culture' and how it has developed.	L4: 4.5 L5: 5.5 L6: 6.5	Change Hearts; Screen Sense Tell a Story: Craft Skills
The ways in which identities are constructed and contested through engagements with culture.	L4: 4.5 L5: 5.5 L6: 6.5	Change Hearts: Craft Skills
How disability, class, ethnicity, gender, religion, nationality, sexuality, and other social divisions play key roles in terms of both access to the media and modes of representation in media texts.	L4: 4.5 L5: 5.5 L6: 6.5	Change Minds: Screen Sense
The different modes of global, international, national and local cultural experience and their interaction in particular instances.	L4: 4.5 L5: 5.5 L6: 6.5	Become Influential: Craft Skills Be an Entrepreneur: Production
The ways in which forms of media and cultural consumption are embedded in everyday life and serve as ways of claiming and understanding identities.	L4: 4.1, 4.5 L5: 5.5 L6: 6.5	Tell a Story: Production

5. Subject Specific Skills		
5.2 Critical Analysis		
Engage critically with major thinkers and debates within the field, putting them to productive use.	L4: 4.3, 4.4, 4.5 L5: 5.3, 5.5	All Screen Sense Modules

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	L6: 6.2, 6.3, 6.4, 6.5	
Understand forms of communication, media, film and culture as they have emerged historically and appreciate the processes through which they have come into being, with reference to social, cultural and technological change.	L4: 4.3 L5: 5.3 L6: 6.2	Tell a Story: Screen Sense Entertain Me: Screen Sense
Comprehend how different social groups variably make use of, and engage with, forms of communication, media, film and culture.	L4: 4.2 L5: 5.2, 5.8 L6: 6.1	Become Influential: Screen Sense
Make critical judgements in the understanding and evaluation of these forms.	L4: 4.4 L5: 5.3 L6: 6.3, 6.4	All Modules
Consider and evaluate their own work in a reflexive manner, with reference to academic codes of practice and/or professional conventions, issues and debates.	L4: 4.2, 4.4, 4.5 L5: 5.4, 5.5 L6: 6.3, 6.5	All Modules
Appreciate and apply ethical consideration and judgement to analysis of production, distribution and consumption in communication, media, film and culture.	L4: 4.3 L5: 5.3 L6: 6.2	All Production Modules

5.3 Research		
Carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent and critical enquiry.	L4: 4.6 L5: 5.6	All Screen Sense and Production Modules
Formulate appropriate research questions and employ appropriate methods and resources for exploring those questions.	L4: 4.6 L5: 5.6	All Screen Sense and Production Modules
Locate, retrieve, evaluate and draw upon the range of data, sources and the conceptual frameworks appropriate to research in the chosen area.	L4: 4.5, 4.6 L5: 5.5, 5.6 L6: 6.5	All Screen Sense and Production Modules
Draw on the strengths and understand the limits of the major quantitative and/or qualitative research methods and be able to apply this knowledge critically in their own work.	L4: 4.6 L5: 5.6	All Screen Sense Modules
Draw on and evaluate and apply research enabled by established and emergent technologies.	L4: 4.13 L5: 5.13 L6: 6.3, 6.11	All Screen Sense and Production Modules
Draw and reflect upon the relevance and impact of their own cultural commitments and positioning to the practice of research.	L4: 4.5 L5: 5.5 L6: 6.5	All Screen Sense Modules
Locate, understand, and apply the research ethical codes produced by relevant subject associations, and understand and comply with the ethical standards appropriate to research in their field of interest.	L4: 4.3 L5: 5.3 L6: 6.2, 6.3	All Screen Sense and Production Modules
Collate, critically evaluate and understand a variety of research material within and beyond academic literature.	L4: 4.13 L5: 5.13 L6: 6.3, 6.11	All Screen Sense Modules

5.4 Production Practice		
Produce work that uses the effective manipulation of one or more of sound, images, and the written word, including understanding relevant industry standards and how they are defined and achieved.	L4: 4.7, 4.8, 4.9 L5: 5.7, 5.8 L6: 6.6, 6.7	Tell a Story: Production Change Minds: Production Change Hearts: Production
Understand the importance of the commissioning and funding structures of the creative industries and work within the constraints imposed by them.	L4: 4.1, 4.3 L5: 5.1, 5.3 L6: 6.1, 6.2	Entertain Me: Craft Skills Entertain Me: Production
Initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic and digital media.	L4: 4.7, 4.8, 4.9 L5: 5.7, 5.8 L6: 6.6, 6.7	All Modules

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Experiment, as appropriate, with forms, conventions, languages, techniques and practices.	L4: 4.7, 4.8, 4.9 L5: 5.7, 5.8 L6: 6.6, 6.7	All Craft Skills and Production Modules
Employ production skills and practices to challenge or advance existing forms and conventions and to innovate.	L4: 4.7, 4.8, 4.9, 4.12 L5: 5.7, 5.8, 5.11 L6: 6.6, 6.7, 6.9, 6.10	All Craft Skills and Production Modules
Draw upon and bring together ideas from different sources of knowledge and from different academic disciplines.	L4: 4.5 L5: 5.5 L6: 6.4	All Modules
Be adaptable, creative and reflexive in producing output for a variety of audiences and in a variety of multi-platform media.	L4: 4.2, 4.4, 4.5, 4.8, 4.9 L5: 5.2, 5.4, 5.5 L6: 6.1, 6.5, 6.6, 6.7	All Production Modules
Identify intellectual property issues, prevent infringement of other's intellectual property rights, and understand how to take the appropriate steps to safeguard the innovation and commercialization.	L5: 5.3, 5.4 L4: 6.2	All Screen Sense and Production Modules
Understand the ethical, regulatory and legal considerations relevant to the production of cultural forms and products.	L4: 4.3 L5: 5.3 L6: 6.2	All Screen Sense Modules

5.5 Citizenship		
Critically appraise public debate relevant to communications, media, film and culture.	L4: 4.3 L5: 5.3 L6: 6.2	All Screen Sense Modules
Analyse how media and cultural policies are devised and implemented, both nationally and internationally, and the ways in which citizens and diverse communities, as well as organisations do, or can, play a part in shaping them.	L4: 4.1, 4.3 L5: 5.1, 5.3 L6: 6.1, 6.2	All Screen Sense Modules
Analyse the role which community and participatory media forms do or can play in contributing to cultural debates and the contesting of power.	L4: 4.1, 4.3 L5: 5.1, 5.3 L6: 6.1, 6.2	All Screen Sense Modules
Understand the range of attitudes and values arising from the complexity and diversity of contemporary communications, media, film, culture and society.	L4: 4.1, 4.3 L5: 5.1, 5.3 L6: 6.1, 6.2	All Screen Sense and Production Modules

5.6 Generic Skills		
Work in flexible, creative and independent ways, showing self-discipline awareness of relevant ethical considerations, self-direction and reflexivity.	L4: 4.3, 4.4, 4.12 L5: 5.3, 5.4, 5.5, 5.11 L6: 6.2, 6.5, 6.6, 6.9, 6.10	Entertain Me: Craft Skills Change Minds: Production Become Influential Craft Skills Be an Entrepreneur: Production
Collate, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms.	L4: 4.3, 4.6, 4.11 L5: 5.3, 5.4, 5.5, 5.6, 5.10 L6: 6.2, 6.4, 6.5, 6.8	Be an Entrepreneur: Craft Skills
Retrieve and generate information, and evaluate sources, in carrying out independent research.	L4: 4.6 L5: 5.6	Be an Entrepreneur Craft Skills Be an Entrepreneur: Production
Organise and manage supervised, self-directed projects.	L5: 5.7, 5.12	All Production Modules
Communicate effectively in interpersonal settings, in writing and in a variety of media.	L4: 4.5, 4.11 L5: 5.2, 5.5, 5.10 L6: 6.1, 6.8	All Modules
Work productively in a group or team, showing abilities at different times to listen, contribute and also to lead effectively.	L4: 4.8, 4.10, 4.12 L5: 5.11, 5.12 L6: 6.9, 6.10	Tell a Story: Production

Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach.	L4: 4.7, 4.8, 4.13 L5: 5.7, 5.13 L6: 6.6, 6.11	Be Influential: Craft Skills
Apply entrepreneurial skills if and where appropriate in dealing with audiences, clients, consumers, markets, sources and/or users.	L4: 4.13 L5: 5.7, 5.13 L6: 6.6	Change Minds: Screen Sense Be Influential: Screen Sense Be an Entrepreneur: Screen Sense
Use a variety of computer-based skills ranging from basic competences such as data analysis to web-based technology and digital multimedia.	L4: 4.3 L5: 5.3 L6: 6.2	All Craft Skills Modules
Develop, as appropriate, specific proficiencies in using a range of current and emergent media technologies.	L4: 4.3 L5: 5.3 L6: 6.2	All Craft Skills and Production Modules
Research and identify possible employment destinations.	L5: 5.12 L6: 6.3, 6.10	Become Influential: Screen Sense Become Influential: Production Be an Entrepreneur: Screen Sense Be an Entrepreneur: Production

6. Teaching, Learning and Assessment

6.4 Teaching and learning strategies promote the following learning processes:

Awareness raising and knowledge acquisition: the process through which a student is introduced to, and engages with, new areas of knowledge and experience, and broadens and deepens existing knowledge.	L4: 4.1, 4.2, 4.3 L5: 5.1, 5.2 L6: 6.1, 6.2	All Modules
Conceptual and critical understanding: the process whereby a student engages in critical analysis of texts, fields of knowledge, concepts, and cultural and production practices, testing their analysis against familiar of preconceived understanding.	L4: 4.4, 4.5, 4.6 L5: 5.4, 5.5, 5.6 L6: 6.3, 6.4, 6.5	All Modules
Practice experience: the process through which a student acquires practical experience, skills and the opportunity for creative expression and/or thinking in a range of activities, from empirical research to production work.	L4: 4.7, 4.8, 4.9 L5: 5.7, 5.8 L6: 6.6, 6.7	All Craft Skills and Production Modules
Critical reflection: the processes through which a student acquires and reflects on new knowledge and understanding, and on their own learning experiences and performance.	L4: 4.4, 4.5, 4.6 L5: 5.4, 5.5, 5.6 L6: 6.3, 6.4, 6.5	All Craft Skills and Production Modules

All graduates should be able to display the following:
o   Coherent knowledge of the communication, media, film and cultural forms and processes chosen for study within their degree programme
o   Understanding of a range of concepts, theories and approaches appropriate to the study of those objects and processes, and the capacity to apply these
o   Skills in critical analysis, research, production and communication appropriate to the learning tasks set by their programme, as well as an array of generic and creative skills.

QAA Subject Benchmark Statement	Course Learning Outcomes	Assessed in Modules
7. Benchmark Standards		
7.5 All graduates should possess the following:		
Knowledge of the central role that communications, media, film and cultural agencies play at local, national, international and global levels of economic, political and social organisation, and the ability to explore and articulate the implications of this.	L4: 4.3 L5: 5.3, 5.5 L6: 6.2	All Screen Sense Modules

Awareness of the history and context of their particular objects of study.	L4: 4.3 L5: 5.3 L6: 6.2	All Screen Sense Modules
Knowledge of appropriate research practices, procedures and traditions, and some awareness of their strengths and limitations.	L4: 4.6 L5: 5.6	All Screen Sense Modules
Awareness of the diversity of approaches to understanding communication, media, film and culture in both historical and contemporary contexts, and of the uses and implications of these approaches	L4: 4.3, 4.5 L5: 5.3, 5.5 L6: 6.2, 6.5	All Screen Sense Modules
Knowledge of a range of texts, genres, aesthetic forms and cultural practices, and the ability to produce close and informed analysis of these.	L4: 4.4, 4.5, 4.6, 4.8, 4.9 L5: 5.3, 5.4, 5.5, 5.6 L6: 6.2, 6.4, 6.5, 6.7	All Screen Sense and Production Modules
Engagement with forms of critical analysis, argument and debate, expressed through an appropriate command of oral, written and other forms of communication.	L4: 4.4, 4.5, 4.6, 4.11 L5: 5.4, 5.5, 5.6, 5.10 L6: 6.3, 6.4, 6.5, 6.8	All Screen Sense Modules
Understanding of production processes and professional practices within media, cultural and communicative industries.	L4: 4.7, 4.8, 4.9 L5: 5.7, 5.8 L6: 6.6, 6.7	All Craft Skills and Production Modules
Critically informed competencies in the management and operation of production technologies, procedures and processes.	L4: 4.7, 4.8, 4.9, 4.12 L5: 5.7, 5.8, 5.11, 5.13 L6: 6.6, 6.7, 6.9	All Craft Skills and Production Modules
The ability to engage with and to advance creative processes in one or more forms of media or cultural production.	L4: 4.7, 4.8, 4.9 L5: 5.7, 5.8 L6: 6.6, 6.7	All Craft Skills and Production Modules
Knowledge of a range of communicative situations and cultural practices, along with the ability to produce detailed analyses of these, and to make comparisons and connections.	L4: 4.2, 4.3, 4.4, 4.5, 4.6 L5: 5.3, 5.4, 5.5, 5.6 L6: 6.1, 6.2, 6.4, 6.5	All Craft Skills and Production Modules
The ability to consider critical, ethical, and analytical views other than their own, and exercise a degree of independent and informed critical judgement in analysis.	L4: 4.3, 4.5 L5: 5.3, 5.5 L6: 6.2, 6.3, 6.4	Level 5 Craft Skills and Production Modules Level 6 Craft Skills and Production Modules
The ability to work across a variety of group and independent modes of study, and within these to demonstrate flexibility, creativity and the capacity for critical self-reflection.	L4: 4.4, 4.7, 4.8, 4.12 L5: 5.4, 5.5, 5.11, 5.12, L6: 6.3, 6.4, 6.5, 6.9, 6.10	All Production Modules
The ability to use their knowledge and understanding of communication, cultural and media processes as a basis for the examination of policy and ethical issues, and intervention whether in the public domain or in other aspects of democratic participation and citizenship.	L4: 4.3 L5: 5.3, L6: 6.2	All Screen Sense Modules

29a. Creative Skillset Benchmarks

The Creative Skillset Tick is an invaluable **signpost** for potential students, apprentices and employers to indicate those programmes that provide the most up-to-date and relevant industry training and education. Creative Skillset works with the Creative Industries to accredit undergraduate and postgraduate degree courses that provide the best preparation for students to enter the industries.

The headlines of the Tick criteria are courses need to have: A particular focus on **graduate employment rates**, high **standards of student work**, a focus on **professional preparation of students including team work, soft skills and business skills, relationships with employers** and **an industry focus** of the curriculum and its delivery.

Creative Skillset Criteria	Course Learning Outcomes	Assessed in Modules
3. Accreditation Criteria The Creative Skillset criteria outline the standards of excellence required by employers to produce confident, highly skilled and creative students with the following attributes:		
The appropriate knowledge and skills.	L4: 4.1, 4.2, 4.3, 4.7, 4.8, 4.9 L5: 5.1, 5.2, 5.3, 5.7, 5.8 L6: 6.1, 6.2, 6.3, 6.6, 6.7	All Modules
Students who are reflective practitioners.	L4: 4.2, 4.4, 4.6 L5: 5.2, 5.4, 5.5, 5.6 L6: 6.3, 6.5	All Craft Skills and Screen Sense Modules
Students with entrepreneurial flair and leadership skills.	L4: 4.10, 4.13 L5: 5.13 L6: 6.10, 6.11	All Screen Sense and Production Modules
Awareness of ethical, legal and compliance issues.	L5: 5.3, 5.4, 5.6 L6: 6.2, 6.3	Level 5 and Level 6 Screen Sense Modules
A sense of responsibility to those who use and consume their products.	L4: 4.2 L5: 5.2 L6: 6.1, 6.7	All Modules
F1. Student Work		
Enables students to produce work that reflects current industry practices.	L4: 4.7, 4.8, 4.9 L5: 5.7, 5.8 L6: 6.6, 6.7	All Craft Skills and Production Modules
Uses assessment standards that consider degrees of industry readiness appropriate to the stage of the course.	L4: 4.12 L5: 5.12, 5.13 L6: 6.10	All Craft Skills and Production Modules
F3. Close Links and Interaction with the Creative Industries		
Students should have the opportunity to take part in live briefs, work simulation and project work.	L4: 4.7, 4.8, 4.9 L5: 5.7, 5.8 L6: 6.6, 6.7	All Production Modules
F5. Professionally Relevant Education and Business Skills		
Professional preparation should be an embedded part of the course and should provide students with the financial, legal and business skills to further their career upon leaving the course, with an emphasis on freelance employment if appropriate for the discipline.	L4: 4.1, 4.2, 4.3 L5: 5.1, 5.2, 5.3 L6: 6.1, 6.2, 6.3	All Screen Sense and Production Modules
Students should be provided with an overview of the structure of the Creative Industries and the sector(s) relevant to the programme, including job roles, key current issues and, for Level 3 students, options for progression to higher education, further training, employment or career development, including freelance work.	L4: 4.1, 4.2, 4.3 L5: 5.1, 5.2, 5.3 L6: 6.1, 6.2, 6.3	All Screen Sense Modules
Methods should be in place to develop in students the soft skills required of a successful industry professional, such as: o Team working o Personal development planning o Competitive pitching and presenting.	L4: 4.10, 4.11, 4.12, 4.13 L5: 5.9, 5.10, 5.11, 5.12, 5.13 L6: 6.8, 6.9, 6.10, 6.11	All Screen Sense and Production Modules
Courses should show how students and graduates develop their entrepreneurial skills within their chosen field(s), for example through specialist mentors and incubator units.	L4: 4.1, 4.2, 4.3 L5: 5.1, 5.2, 5.3 L6: 6.1, 6.2, 6.3	Level 5 Screen Sense and Production Modules Level 6 Screen Sense and Production Modules
Students should develop appropriate skills to promote and showcase their work and to market their skills after graduation.	L4: 4.7, 4.8, 4.9 L5: 5.7, 5.8 L6: 6.6, 6.7	All Craft Skills Modules

Students should be aware of current industry issues and developments relevant to their sector, including: ○ Sector priorities ○ Business environment for sector ○ IP ○ Technological divergence and convergence and impact of digital networks	L4: 4.1, 4.2, 4.3 L5: 5.1, 5.2, 5.3 L6: 6.1, 6.2, 6.3	All Screen Sense Modules

30. QAA Qualification Descriptors

The learning outcomes have been mapped against the QAA Framework for Higher Education Qualifications (FHEQ) for a Bachelor's Degree with Honour at
www.qaa.ac.uk/AssuringStandardsAndQuality/Qualifications/Pages/default.aspx:

Bachelor's degrees with honours are awarded to students who have demonstrated:
○ a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.
○ an ability to deploy accurately established techniques of analysis and enquiry within a discipline
○ conceptual understanding that enables the student:
  ○ to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  ○ to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
○ an appreciation of the uncertainty, ambiguity and limits of knowledge
○ the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:
○ apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
○ critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
○ communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

And holders will have:
○ the qualities and transferable skills necessary for employment requiring:
  ○ the exercise of initiative and personal responsibility
  ○ decision-making in complex and unpredictable contexts
  ○ the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

FHEQ Descriptors	Course Learning Outcomes	Assessed in Modules
7. Benchmark Standards		
Bachelor's degrees with honours are awarded to students who have demonstrated:		
A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or	L4: 4.1, 4.2, 4.3 L5: 5.1, 5.2, 5.3 L6: 6.1, 6.2	Tell a Story: Screen Sense Change Hearts: Screen Sense

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informed by, the forefront of defined aspects of a discipline.		
An ability to deploy accurately established techniques of analysis and enquiry within a discipline.	L4: 4.4, 4.5, 4.6, 4.13 L5: 5.4, 5.5, 5.13 L6: 6.2, 6.3, 6.4, 6.5, 6.11	Entertain Me: Screen Sense Change Minds: Screen Sense Be Influential: Screen Sense Be an Entrepreneur: Screen Sense
Conceptual understanding that enables the student: o to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline o to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline	L4: 4.4, 4.5, 4.6, 4.13 L5: 5.4, 5.5, 5.13 L6: 6.3, 6.4, 6.5, 6.11	Entertain Me: Screen Sense Change Minds: Screen Sense Be Influential: Screen Sense Be an Entrepreneur: Screen Sense
An appreciation of the uncertainty, ambiguity and limits of knowledge	L4: 4.3, 4.5 L5: 5.3, 5.5 L6: 6.2, 6.5	Be Influential: Production Be an Entrepreneur: Production
The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).	L4: 4.6, 4.13 L5: 5.6, 5.13 L6: 6.3, 6.11	Entertain Me: Production Change Minds: Production Be Influential: Production Be an Entrepreneur: Production
Typically, holders of the qualification will be able to:		
Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects.	L4: 4.7, 4.8, 4.9 L5: 5.7, 5.8 L6: 6.6, 6.7	Tell a Story: Craft Skills Tell a Story: Production Change Hearts: Craft Skills Change Hearts: Production
Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.	L4: 4.4, 4.6, 4.13 L5: 5.4, 5.6, 5.13 L6: 6.3, 6.4, 6.11	Entertain me: Craft Skills Entertain Me: Production Change Minds: Craft Skills Change Minds: Production Be Influential: Craft Skills Be an Entrepreneur: Craft Skills Be Influential: Production Be an Entrepreneur: Production
Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	L4: 4.5, 4.11 L5: 5.5, 5.10 L6: 6.4, 6.8	All Screen Sense and Production Modules
And holders will have:		
The qualities and transferable skills necessary for employment requiring: o the exercise of initiative and personal responsibility o decision-making in complex and unpredictable contexts o the learning ability needed to undertake appropriate further training of a professional or equivalent nature.	L4: 4.10, 4.11, 4.12, 4.13 L5: 5.9, 5.10, 5.11, 5.12, 5.13 L6: 6.8, 6.9, 6.10, 6.11	All Production Modules

31.   External Examiner Arrangements

Jo McCullock