

### Programme Specification for BA (Hons) Digital Film Production

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	BA Hons
5.	<b>Programme title</b>	Digital Film Production
6.	<b>Pathways available</b>	Single, Major, Joint and Minor
7.	<b>Mode and/or site of delivery</b>	Standard taught programme,
8.	<b>Mode of attendance</b>	Full time and Part Time some modules may be offered in the evening
9.	<b>UCAS Code</b>	Digital Film Production BA - W612 BA/DFP. Animation and Digital Film Production BA - W690 BA/AniDFP Creative Digital Media and Digital Film Production BA - P393 BA/CDMDFP Digital Film Production and Film Studies BA - PW36 BA/DFPFS Digital Film Production and Screenwriting BA - WW6V BA/DFPSW
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Communication, Media, Film and Cultural Studies, 2008; Art & Design, 2008
11.	<b>Date of Programme Specification preparation/revision</b>	January 2013. September 2013 Level 4 Joint Animation and Creative Digital Media requirements corrected. April 2014 – JOIN coded modules added to Level 6 JH options. August 2014 and October 2014 – regulations amended. January 2015 – Level 4 Joint Animation and Digital Film Production requirements corrected. May 2015 – Change of status to optional for DFPR3105 and DFPR3106. June 2015 – New module DFPR1105.

#### 12. Educational aims of the programme

The course aims to:

- Encourage students to engage with debate and to develop creatively and practically within the area of film and moving image production develop creative, imaginative, technical and problem solving skills
- Facilitate the development of critical and analytic skills and the ability to derive and apply principles and concepts from practical experiences
- Offer opportunities for achievement across a range of communication forms
- Facilitate students in becoming reflective, autonomous learners

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- Make students aware of the range of possibilities for employment and professional development in the field.

### **13. Intended learning outcomes and learning, teaching and assessment methods**

#### **Knowledge and understanding:**

On successful completion of the course students will be able to:

- demonstrate a detailed knowledge in the area of film production in its diverse formations.
- engage critically with current debates and issues in film.
- apply and develop current theory and practice to the creation of new and original work
- critically engage with and apply theory and techniques to a diverse range of situations and audiences
- understand and apply specific film language, concepts and terminology.
- apply practical skills in creative approaches to the preparation of video and film production work.
- use and evaluate a range of research.
- devise, research, develop, present and/or write an extended piece of independent work.
- compose balanced, informed and self-critical evaluations through written and oral presentation.

#### **Examples of learning, teaching and assessment methods used:**

There are a variety of session types employed in Digital Film Production that include seminars, lectures, and tutorials. The nature of the sessions depends on the content of the module.

Assessment methods also vary across the modules and include: essays, written reports and evaluations, applied written work and research. Where possible a variety of assessment types have been employed.

#### **Communication Skills:**

On successful completion of the course students will be able to:

- present written and oral accounts in a clear, lucid and coherent fashion.
- respond to constructive feedback both formally and informally from tutors and peers.
- exchange views with others in a constructive and open-minded context so as to work co-operatively with students from diverse backgrounds.
- express their own opinions and defend their own critical judgments of key themes and debates in Film Studies.
- use the medium of digital film in imaginative and creative forms to communicate ideas.

#### **Examples of learning, teaching and assessment methods used:**

Students work on a variety of group research and practical projects. This type of learning involves written, verbal and visual communication between group members and is evidenced in the final product. Examples of this might be a written report, a presentation, a piece of sound work or a film.

#### **Practical Skills Relevant to Employment:**

On successful completion of the course students will be able to:

- produce work which demonstrates the effective manipulation of sound, image and/or the written word;
- produce work showing competence in operational aspects of digital film technologies, techniques and professional practices;
- initiate and develop distinctive and creative work
- work within the context of professional expectations, and working practices.

**Examples of learning, teaching and assessment methods used:**

Digital Film Production makes use of the workshop format, whereby student's work is continually worked on throughout the academic year. There are practical exercises, skills training, guided and independent project work and exercises in pitching that encourage students to see themselves as engaging with industry standards.

**Transferable / Key Skills:**

On successful completion of the course students will be able to demonstrate:

- an independent, organised approach to learning, and thereby practise time management skills through working to deadlines.
- the learning process and how to become independent learners;
- confidence in written, oral and visual communication;
- an ability to use a range of IT and technological skills;
- skill and confidence in self-presentation;
- the ability to make decisions in complex and unpredictable contexts;
- critical and interpretive skills;
- initiative and personal responsibility;
- the ability to collaborate with others and work in a team;
- competence in the use of media resources;
- the learning ability necessary in order to further professional or equivalent development;
- an ability to produce work to a given length, format, brief and deadline.

**Examples of learning, teaching and assessment methods used:**

The transferable skills of graduates in this domain are much sought after in other environments such as business and commerce and enhance students' profile and employability.

The learning, teaching and assessment methods employed throughout the course support the above by offering a range of opportunities including individual and group research projects, written and oral forms of presentation and the creation of new work. Digital Film Production engages with a wide range of teaching methods: practical workshops, lectures, seminars, screenings, large and small group discussion and presentations, it is therefore inclusive for a variety of learning styles.

The emphasis within Digital Film Production is on learning through doing and many modules involve some form of practical work. These would normally be timetabled into four-hour slots. Tutors often require students to work independently and/or in small groups on set tasks during contact time. To engage in individual or group practical work it is necessary to work during periods when the Studio is not timetabled for teaching and students are encouraged to take advantage of the facilities wherever possible.

**14. Assessment Strategy**

Digital Film Production demands a diversity of skills, which involve complex processes and the application of study in a variety of ways and towards a range of outcomes. A level of

creativity is central to the requirements and assessment is designed to be appropriate for creative activity and to promote independent learning.

The assessment programme is such that it:

- has module learning outcomes which relate to the course outcomes;
- has assessment criteria that can be applied to all learning outcomes in Digital Film Production;
- is both course-led and student-centred and can be negotiated where appropriate;
- is process and product based.

The assessed learning that students may achieve on the course can be classified under four different headings, or domains:

- ***the conceptual*** which involves research, selection and analysis;
- ***the productive*** which demands the interpretation and application of research;
- ***the contextual/critical*** which evidences critical thinking and;
- ***the personal/interpersonal*** which tracks the development of those skills pertinent to organisation and successful completion of a project.

Some module assessment is disaggregated whilst others, normally those focussing on a production based output, carry a single 100% weighting that comprises research, application, and learning report. This synoptic approach allows students to make positive connections across the course and the nature of the work enables them to practise and receive feedback via formative assessment. All work in Digital Film Production encourages critical thinking and analysis and is founded upon a range of theoretical perspectives, social contexts and practical methodologies. In assessments requiring group work, individual grades can be disaggregated via oral assessment, reflective commentary and/or the learning report.

The course includes a range of assessment strategies including assessment of written reports, presentations, practical submissions, live project work, producing professional documents and critical analysis. The strategy is to encourage students to identify their own abilities and to take control of their learning process. Students will work individually, in self organised groups, and in pre-defined group structures. The range of assessment will reflect this variety of working relationships and will help to develop a professional sense of responsibility.

**Level 4** will lay the foundations for future work, ensuring that differences in prior knowledge and experience are addressed. Students will be introduced to the range of technical skills and fundamental concepts they will require to progress. They will be introduced to the range of assessments used across the course and encouraged to take control of this process.

**Level 5** Students will build on their knowledge from level 4, exploring their own areas of interest in more depth. They will be introduced to professional approaches to working and will undertake major production projects. Assessment will encourage students to identify their own strengths and weaknesses, place their work in context and develop their critical skills.

**Level 6** Drawing on what they have learned at levels 4 and 5 students will continue to hone their skills through practice and will undertake a major project of their own devising. The focus will be on demonstrating their skills and knowledge through this practical work and preparing for progression into a professional environment, employment or further study.

## 15. Programme structures and requirements

The course is available full and part-time modules. Students may combine their study of Digital Film with another subject in Joint or Major/Minor combination.

**Award Map**

<b>Course Title: Digital Film Production</b>	<b>Year of entry: 2013/14 onwards</b>
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<b>Level 4</b>						
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> (Designated (D) or Mandatory (M) or Optional (O))		<b>Pre-requisites</b> (Code of Module required)	<b>Co-requisites/ exclusions and other notes*</b>
			<b>Single Hons</b>	<b>Joint Hons</b>		
ANIM1001	Origin and Function	15	O	N/A	None	None
ANIM1002	Introduction to Animation: Human Locomotion	15	O	N/A	None	None
DFPR1101	Crafting the Moving Image	30	M	M**	None	Excluded Combination CDME1011
DFPR1102	Fiction: History and Production	30	M	M	None	None
DFPR1103	Introduction to Experimental Film	15	D	O*	None	None
DFPR1104	Introduction to Sound Design	15	D	O*	None	None
DFPR1105	Directing Performance for the Screen	15	O	O*	None	None
FLMS1212	Truth Reality and the Documentary Film	15	O	N/A	None	None

**Single Honours Requirements at Level 4**

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include DFPR1101 (30 credits), DFPR1102 (30 credits), DFPR1103 (15 credits) and FLMS1212 (15 credits).

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

**Joint Honours Requirements at Level 4**

Joint Honours students must take 60 credits from the table above to include DFPR1101 (30 credits) and DFPR1102 (30 credits), unless taking Animation and Digital Film Production, **or** taking Creative Digital Media and Digital Film Production. See below.

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\* If students are Joint Animation and Digital Film Production, they are required to select ANIM1003 (30 credits), DFPR1101 (30 credits), DFPR1102 (30 credits) **plus**, **either** DFPR1103 (15 credits) **or** DFPR1104 (15 Credits) from Digital Film Production, **and either** ANIM1001 (15 Credits) **or** ANIM1002 from Animation, to make 120 credits in total.

\* If students are Joint Creative Digital Media and Digital Film Production, they are required to select DFPR1101 (30 credits), DFPR1102 (30 credits), GDES1010 (30 Credits) **plus**, CDME1003 (15 Credits) from Creative Digital Media, **and either** DFPR1103 (15 credits) **or** DFPR1104 (15 Credits) from Digital Film Production, to make 120 credits in total. \*\* Students are required to take DFPR1101 in preference to CDME1011.

Level 5								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
ANIM2001	Introduction to CGI 1: Modelling & texturing	15	O	N/A	N/A	N/A	None	None
ANIM2002	Introduction to CGI 2: Rigging and Animation	15	O	N/A	N/A	N/A	None	None
CDME2002	Creating Sound for the Moving Image	15	O	N/A	N/A	N/A	None	None
CDME2018	Multi Camera Studio Production	15	O	N/A	N/A	N/A	CDME1003 or CDME1011 or DFPR1011 or JOUR1006	None
CDME2029	Motion Graphics and Design for Television and Cinema	30	O	N/A	N/A	N/A	None	Excluded combination (CDME2025)
DFPR2101	Specialist production Skills	30	M	M	M	O	None	None
DFPR2102	Single Camera Drama	30	M	M	O	O	None	None
DFPR2103	Experimental Film Production	15	M	O	O	O	None	None
DFPR2104	Factual Film	15	M	O	O	O	None	None
FLMS2000	Film Genre	15	O	O	N/A	N/A	None	None

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include DFPR2101 (30 credits) DFPR2102 (30 credits), DFPR2103 (15 credits) and DFPR2104 (15 credits).

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

**Joint, Major and Minor Honours Requirements at Level 5**

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

**Major Pathway Requirements at Level 5**

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include DFPR2101 (30 credits) and DFPR2102 (30 credits).

**Joint Pathway Requirements at Level 5**

Joint Pathway students must take at least 45 credits and no more than 75 credits from the table above to include DFPR2101 (30 credits).

**Minor Pathway Requirements at Level 5**

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include *either* DFPR2101 (30 credits) *or* DFPR2102 (30 credits).



Level 6								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
DFPR3101	Final project pre-production	15	M	O	O	O	DFPR2101 or DFPR2102	Co-requisite DFPR3102
DFPR3102	Final Production	30	M	O	O	O	None	Co-requisite DFPR3101
DFPR3103	Professional Practice	15	M	M	O	O	None	Excluded combinations ANIM3014, ARTD3108, CDME3033, GDES3012, ILTN3009
DFPR3104	Factual Film Production	30	M	O	O	O	DFPR2101 or DFPR2104	None
DFPR3105	Advance Specialism	15	O	O	O	O	None	None
DFPR3106	Extension module	15	O	O	O	O	None	None
DFPR3107	Corporate or Commercial production	15	O	O	O	O	DFPR2101 or DFPR2102	None

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include DFPR3101 (15 credits), DFPR3102 (30 credits) DFPR3103 (15 credits) and DFPR3104 (30 credit).

### Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

### Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include DFPR3103 (15 credits).

**Joint Pathway Requirements at Level 6**

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.

Joint pathway students who choose to take their Independent Study (equivalent) in this subject must take DFPR3101 (15 credits) and DFPR3102 (30 credits).

Joint pathway students who choose to place their Independent Study (equivalent) in their other joint subject must take 45, 60 or 75 credits from the table above (excluding DFPR3101 and DFPR3102).

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 or JOIN3003 where an Independent Study covers both joint subjects.

**Minor Pathway Requirements at Level 6**

Minor pathway students must take either 30 or 45 credits from the table above.

**Credit requirements for awards involving two subjects**

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

<b>Subject 1</b>	<b>Subject 2</b>	<b>Award</b>
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

## 16. QAA and Professional Academic Standards and Quality

The course reflects the Art and Design and the Communication, Media, Film and Cultural Studies subject benchmark statements. The work is underpinned by appropriate theoretical approaches to production e.g. analytic, critical, and contextual and prepares students for vocational destinations. The course is located at level 6 of the FHEQ.

The course embraces the common features characterising the discipline such as:

- an applied understanding of processes and professional practices involved in the production of digital film.
- a critical and practical awareness of form and aesthetics.
- research - practical and/or theoretical, locating practice within an appropriate framework to inform ideas and skills.
- creative, innovative and imaginative skills combining both the conceptual and the practical.
- self-management, initiative and independent learning

## 17. Support for students

The Digital Film Production Course Team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Student's transition into University life is assisted by an initial short, one week's induction programme which through a range of activities introduces students to their course, the staff who will be teaching them and the Institute. Students are for example invited to attend the Institute of Humanities and Creative Arts (IHCA) Freshers' Party in induction week.

During this initial induction week and in the first Worcester Week students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service.

Students are also provided with a brief induction into their second and third year in the mandatory production modules, followed up during the first Worcester week.

In addition the Institute for Humanities and Creative Arts monitors attendance closely in first year and provides support for first year students through the First Year Tutor system.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester. Group academic tutoring sessions are built into DFPR1102, DFPR2102, DFPR3101 with individual slots scheduled in Worcester weeks.

There are two societies closely linked to Digital Film Production, The Screen Production Society and the Film Society. The course team offer support to these activities as much as possible and many of our students are actively involved in both.

Staff teaching students on modules support students through one – to- one and small group tutorials; and provide students with clear indications of when they will be available to see students either on their office door, via email or in module outlines.

Students are further supported through a range of online –support, for example via email or skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online. There is a dedicated course website, mailing list, facebook page and several facebook groups. Through these resources we offer a range of ways for students to contact the staff team, collaborate in the curriculum and through extra-curricular activities engage with the course community. Specifically we: offer regular work and experience opportunities; publicise events competitions etc.; connect with alumni and prospective students; link to the student societies and their activities; keep in touch with student productions offering informal input and advice.

Furthermore, the Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

- The Disability and Dyslexia Service within Student Services specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University, represents student views within the University.

## 18 Admissions

### Admissions Policy

The admissions policy for Digital Film Production seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

### Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

### Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

### Admissions procedures

Full-time applicants apply through UCAS (W690, WP393, PW36, WW6V)  
Part-time applicants apply directly to University of Worcester (UW)

### Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course. They should show knowledge of production methods and how they might fit into industry standards, they should also show some prior knowledge and experience of the theoretical elements of their studies. Applicants may be invited to interview to explore any aspect of their application that may require further clarification

## 19. Methods for evaluating and improving the quality and standards of teaching and learning

The Digital Film Production Course Team is committed to a combination of formal and informal methods of Quality Assurance and Enhancement and operates within University and IHCA robust quality mechanisms.

The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report (AER). These include:

- External Examiner's reports
- statistical indicators of student progression and achievement
- a range of indicators of student satisfaction including the NSS

Reflection upon this material enables the course team to produce an action plan for future enhancements to the course and student experience.

In writing the AER, the course team benefits from utilising feedback gathered throughout the academic year from students on their levels of satisfaction with their study experience and the extent to which their learning needs are being met. The mechanisms used for this include the following:

- **Student Academic Representatives (StARs)** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.
- **Course Management Committee** - The committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.
- **Module evaluation** - At any point during the module students have the opportunity to feedback to module tutors, all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make improvements in the future to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing their module report. These reports are read by the Chair of the Institute of Humanities and Creative Arts (IHCA) Quality Committee, course leaders and also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course / Subject Annual Evaluation Reports.
- **External Examiner** visits aim to include space where students can provide feedback to the External Examiner .

The Digital Film Production team benefits from the culture of engagement around how to enhance teaching and learning within IHCA. The Course Leader sits on the Institute Learning

and Teaching Committee; discussions here and within course team meeting and at Institute away days explore ways of enhancing the student experience.

The Course Team participates in a range of Course, IHCA, University and external activities aimed at enhancing the quality and standards of student learning these include:

- University Teaching and Learning Conferences and staff development workshops provided by the Educational Development Unit
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for Hourly Paid Lecturers (HPLs)
- Peer Learning through Observation Scheme
- Attendance and participation at Academic Conferences, HEA events
- An active research culture including seminars, symposiums and conferences held at the University

## 20. Regulation of assessment

### The course operates under the University's Undergraduate Regulatory Framework

#### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

#### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

#### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Undergraduate Regulatory Framework](#).

## 21. Indicators of quality and standards

Quality and standard are monitored in a number of ways:

### NSS Scores

National Student Survey scores are monitored and analysed

### Graduate employment

The course is still relatively young and there is evidence that employment are improving year on year. 64% of those graduating in 2011 are currently in full time employment, with a substantial number entering into postgraduate education. Many graduates have gone onto to work in areas allied to their university studies 12.5% in entertainment, 37.5% in communication etc.

### Comments from the External Examiner:

The external examiner's reports confirm that the programme is coherent and that the learning outcomes are aligned with the relevant benchmarks. They offer the following statements on the structure, staff and course development:

*"The learning outcomes of the course continue to be in the main clearly focused in production with opportunities for developing an understanding of critical context and critical reflection on the practice based work. This is consistent with the framework of HE qualifications and comparable with other institutions."*

*"I have always found the staff's written feedback to be supportive but critically useful. The work is marked, second marked and internally moderated prior to my external moderation and there is a consistency in the marking."*

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

## **22. Graduate destinations, employability and links with employers**

### **Graduate destinations**

Recent examples of graduate destinations include:

- entry level positions such as traineeships with production companies such as endemol and the BBC
- Paid internships and employment in the media production departments of other organisations such as Dolphin Training in Worcester and Yoga bugs in London.
- Self employment and freelance work in the moving image industries including camera department, special effects, post production, and production departments
- Postgraduate training
- Other careers including project management, marketing and education.

### **Student employability**

There is an emphasis within the course on developing a strong work ethic together with transferable and subject skills, which are critical for career development. There are a range of highly desirable skills inherent to most of the practical and project based modules on the course:

- communication,
- project management
- problem solving
- Creative thinking
- Technological competence

In addition students are encouraged to make external links and build professional relationships from the second year onward. There are opportunities to engage in live projects with external organisations and to take up work placements. In the third year there is a Professional Practice module, which encourages students to focus on employability skills and prepare them for entering the job market.

### **Links with employers**

The subject area continues to create valuable links with employers and students have a wide range of opportunities to further their careers. An online forum run by Digital Film Production staff aims to match students with local employment opportunities as well as film competitions and other opportunities. The module DFPR3107 also specifically matches local sponsors with student filmmakers, encouraging connections between the University and local businesses.

There are several opportunities for students to research and connect with professionals in the field as part of the curriculum, as well as opportunities within the curriculum to engage with live projects with external clients and organisations.

In addition we support students who wish to engage with project work outside taught modules and regularly offer project and work experience opportunities in partnership with external



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organisations. These include small commercial companies, charities and public sector organisations.

We have also developed relationships with local employers who are able to offer internships and work experience.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.