

Approval of new collaborative programmes
Annexe 4a: Undergraduate programmes
Application for Full Approval – Programme Specification Pro forma

Applications for full approval must be submitted no later than **4 May** (for a September start).

To apply for full approval this form **must** be completed and be submitted by the Higher Education Manager **electronically** to the **appropriate university faculty**. A copy will be sent by the faculty by the PAC Secretary once the proposal has been endorsed.

A **Full Approval Panel** will then be established comprising members of PAC and the relevant faculty approvals committee which will meet with staff of the partner institution (course team and higher education manager), with advice from the relevant University department (or external consultant(s) in the case of non-comparable programmes). Prior to the submission of the final full approval document the PAC Secretary will seek external opinions (using the pro forma in annexes 6), using the name(s) put forward by the partner institution in the planning permission application. To facilitate this, a near complete draft of the specification must be submitted to the PAC Secretary one month after planning permission is granted.

An application for full approval will not be considered for programmes which have not previously been granted **Development Consent** or where Development Consent has lapsed.

Reference **should** be made to the notes [Annexe 4d] which should be read in conjunction with the code of practice QH: H1. The form seeks to avoid any unnecessary duplication of information provided with the planning permission application, but assumes that programme outcomes and programme structure are likely to have changed. Any other significant change in the proposal must be clearly indicated on the form. (Some duplication is necessary because the programme specification will be published).

A separate programme specification is required for each programme of study. Apart from the signatures at the end of the document, the entire document will be **published** following approval to meet the requirements of the HEFCE Teaching Quality Information (TQI) specification to provide information for current and prospective students. Programme and module specifications are published by the University at www.courses.hull.ac.uk. It is therefore essential that the document is of a publishable standard.

Foundation degrees must be developed in accordance with the QAA Fd Qualification Benchmark and the University's framework for Fds set out at QH:H6.

A separate programme specification is **not** required for a new **mode** of delivery (e.g. where permission is sought to deliver part time a programme already approved for full time delivery) but the programme specification will need to be resubmitted for approval incorporating necessary changes, including the programme structure to demonstrate how it will be delivered in the new mode). A separate programme specification is **not** required for delivery in a new **location**, but the programme specification will need to be resubmitted for approval indicating the new location(s).

**This document is available in alternative formats on request from
the University Quality Office**

Feedback on the form is welcomed and should be provided to Jenna Newsom (University Quality Office, j.newsom@hull.ac.uk).

Application for Full Approval: Undergraduate Programme Specification

Note that the information contained in the final approved version of this programme specification will be published by the University at www.courses.hull.ac.uk

THIS COMPLETED PRO FORMA **MUST** BE SUBMITTED **ELECTRONICALLY** TO THE APPROPRIATE UNIVERSITY FACULTY BY THE PUBLISHED DEADLINE

THIS PROPOSAL **MUST** BE SUPPORTED BY ANY CVS NOT SUBMITTED WITH THE PLANNING PERMISSION APPLICATION FOR STAFF WHO WILL DELIVER THE PROGRAMME

1	Name of Partner Institution	East Riding College
2	University Faculty	Social Sciences
3	University Department	Digital Media
4	Title of Programme	Contemporary Media Design and Production
5	Award (e.g. BA, FdSc)	BA
6	Teaching institution	
7	Awarding institution	The University of Hull
8	Mode of Study (full or part-time)	FT
9	Duration (total number of years)	3
10	Number of weeks per academic year	30 UG
11	Location of delivery	East Riding College
12	Accrediting Professional / Statutory Body (if applicable)	
13	UCAS Code (if applicable)	P310
14	Entry requirements	200 UCAS Points A*-C English Language (IELTS 6 or above)
15	Minimum number of students – for numbers less than this approval for the programme to start must be obtained	8

16	Degree classification weighting	
	Diploma stage	40
	Honours stage	60
17	Aims of the programme and distinctive features/fit with existing provision	
<p>This programme aims to provide an honours level progression route for internal candidates studying on both vocational and academic courses, who would not traditionally a) study to level 6 or b) study locally.</p> <p>The Honours Degree would also assist in fulfilling a number of the specific HE Strategy aims set by East Riding College including:</p> <ul style="list-style-type: none"> • To provide a high quality higher education experience to meet the needs and aspirations of the students, employers and the local community • To ensure the ethos of H.E in FE is maintained and thus meet recruitment targets and widen participation. • To have a dynamic suite of vocational and academic curriculum programmes that deliver the higher skills and their pre cursers relevant to national, regional and local strategic objectives. • To raise aspirations and provide progression opportunities at the College for learners on all levels of study. • To widen participation in HE through partnership working. • To work collaboratively as a member of the Hull University Federation of Colleges to promote opportunities and access to higher level skills in support of the socio-economic regeneration of the local and regional area. <p>The Art, Design and Media curriculum area would benefit from increased internal HE progressions, allowing the coverage of levels from Entry Level 3 through to 6 which would be an outstanding opportunity for widening HE participation within the region.</p> <p>The distinctive features are:</p> <ul style="list-style-type: none"> • A high concentration of practical content to provide opportunities to develop further industry specific skills, with optional modules to provide a personalised learning experience. • Strong links with industry to provide Work Placements and Work Based Learning as well as to allow for the course content and programme outcomes to be informed by industry to meet national and local needs. • Broad curriculum to provide students with the required diverse skills required to work across a range of creative sectors, whilst allowing the flexibility to specialise. • A Supportive Tutorial and Study Skills Framework embedded within the programme to ensure students from a vocational background can meet the requirements of an academically rigorous programme and meeting national occupational standards. • New Beverley Campus planned to open during 2015 • Unique provision for the local area • 90% College 'satisfaction' rate in the recent NSS highlighting East Riding College with the highest student satisfaction rate for the East Riding and Humber Region 		

18	<p>Programme intended learning outcomes</p> <p><i>Reference the relevant subject benchmark statement(s) for each outcome (in brackets after each outcome)</i></p> <p><i>State supporting learning, teaching and assessment strategies for each group of outcomes</i></p>	
a	<p>Knowledge and understanding</p>	
	<p>A1. Of the different processes involved in the production of traditional and contemporary media (4.1 & 4.3)</p> <p>A2. Of the wider societal impacts of contemporary media. (4.1, 4.2, 4.3 & 4.5)</p> <p>A3. Of the technical features and characteristics of contemporary media. (4.3)</p> <p>A4. Of the conventions and 'grammar' associated with the production and consumption of contemporary media. (4.1,4.3 & 4.4)</p> <p>A5. Of the legislative guidelines and rules pertaining to the production and uses of contemporary media. (4.1,4.2, 4.3 & 5.6)</p> <p>A6. Of the structures and business models evident within the media sectors. (4.1, 4.2 & 4.3)</p> <p>A7. Of key relevant theories of communications studies for example: Audience, Media Effects, Narrative, Representation. (4.1, 4.2 & 4.5)</p> <p>A8. Design concepts and principles relevant to contemporary media production. (4.3 & 4.4)</p> <p>A9. Of the ethical considerations within a continually technologically evolving environment. (4.1, 4.2, 4.3 & 4.5)</p>	<p>Teaching and learning methods/strategies:</p> <p>Lectures, Seminars and Group Activities to introduce and discuss principles and theories of importance.</p> <p>Formative Assessment Activities would be used to monitor progress and inform tutorial support; this may also include peer assessments and mentoring.</p> <p>Workshops will be employed for design and production activities; incorporating practice based formative assessments.</p> <p>Work Based Learning and Placements would be incorporated wherever relevant to supplement traditional teaching methods with commercial experiences.</p> <p>Independent Study and Reading would be utilised to support taught activities with pre-requisite and post-requisite developmental activities i.e. further reading.</p> <p>Online Activities and Resources would be used for continued formative assessment, peer support and to support accessible learning opportunities.</p> <hr/> <p>Assessment</p> <p>Essay Assignments Other Types of Long Written Assignment Oral Presentations Student Led Seminars / Discussions Design Tasks and Practice Based Assessments</p>
b	<p>Intellectual skills</p>	
	<p>B1. Carry out a range of research for essays, projects, creative productions or dissertations involving sustained independent enquiry. (5.2, 5.3 & 5.6)</p> <p>B2. Apply knowledge about general concepts and principles of the field, including policies and legislation, to</p>	<p>Teaching and learning methods/strategies:</p> <p>Tutorials and Supervision Activities will ensure effective continuous monitoring of progress and highlight areas for development; action plans and personal development plans will be used to set and monitor SMART targets.</p>

	<p>practical instances, examples and situations arising within professional contexts. (5.4, 5.5)</p> <p>B3. Analyse continually changing markets and workplaces. (5.2, 5.3)</p> <p>B4. Evaluate the reliability, relevance and/or significance of information for identified purposes, taking a critical attitude by relating it to their own experience and views. (5.2, 5.3 & 5.6)</p> <p>B5. Develop and present informed, balanced and original arguments or ideas. (5.2 & 5.3)</p> <p>B6. Apply critical thinking skills to identify and explore issues of key personal interest and/or commercial significance within the context of professional practices. (5.2, 5.3 & 5.6)</p> <p>B7. Engage critically with theories, models and debates within established and contemporary media. (5.2, 5.3 & 5.6)</p> <p>B8. Evaluate own professional performances and outcomes. (5.4 & 5.5)</p>	<p>Lectures, Seminars and Group Activities to introduce and discuss principles and theories of importance; in particular to encourage and inform debate and discussion.</p> <p>Formative Assessment Activities would be used to monitor progress and inform tutorial support; this may also include peer assessments and mentoring.</p> <p>Work Based Learning and Placements would be incorporated wherever relevant to inform independent reflective opinions with commercial experiences.</p> <p>Independent Study and Reading would be utilised to support taught activities with pre-requisite and post-requisite developmental activities i.e. further reading.</p> <p>Online Activities and Resources would be used for continued formative assessment, peer support and to support accessible learning opportunities.</p>
		<p>Assessment</p> <p>Essay Assignments Other Types of Long Written Assignment Oral Presentations Student Led Seminars / Discussions Design Tasks and Practice Based Assessments Video Presentations / Essays</p>
c	Practical/Professional skills	
	<p>C1. Organise and manage projects or individual assignments (5.4)</p> <p>C2. Produce work in response to audience and client needs and expectations (5.4 & 5.5)</p> <p>C3. Ability to effectively select and utilise appropriate materials, devices and software (5.2, 5.4 & 5.5)</p> <p>C4. Ability to develop practical, communication, team work and negotiation skills from workplace and / or work based experiences. (5.4 & 5.5)</p> <p>C5. Demonstrate critical and creative independence and originality in practical outcomes. (5.5)</p>	<p>Teaching and learning methods/strategies:</p> <p>Workshops will be employed for design and production activities; incorporating practice based formative assessments.</p> <p>Work Based Learning and Placements would be incorporated wherever relevant to supplement traditional teaching methods with commercial experiences; in particular providing real-world design challenges and solutions.</p> <p>Independent Study and Reading would be utilised to support taught activities with pre-requisite and post-requisite developmental activities i.e. further reading. In addition suggested continued skills development would be guided by personal development plans and monitored by module tutors and the programme leader.</p> <p>Online Activities and Resources would be used for</p>

		continued formative assessment, peer support and to support accessible learning opportunities.
		<p>Assessment</p> <p>Essay Assignments Other Types of Long Written Assignment Oral Presentations Student Led Seminars / Discussions Design Tasks and Practice Based Assessments Work Placements Video Presentations / Essays Vocational Practical Assignments</p>
d	Transferable skills	
	<p>D1. Communicate effectively using a variety of techniques including written assignments, visualisations and oral presentations; adhering to academic writing and referencing conventions.</p> <p>(6.1)</p> <p>D2. Ability to work creatively and effectively as part of a team.</p> <p>D3 Ability to develop and practice individual or collaborative problem solving; research solutions and apply them appropriately to practical problems.</p> <p>D4. Demonstrate the ability to reflect on experience and improve own study, practical and transferrable skills.</p> <p>D5. Use appropriate research skills to review literary sources, research conceptual ideas or to develop practical projects.</p> <p>D6. Put to use a range of IT skills from basic competences to subject specialist skills; demonstrating an ability to identify reliable electronic sources.</p>	<p>Teaching and learning methods/strategies:</p> <p>Tutorials and Supervision Activities will ensure effective continuous monitoring of progress and highlight areas for development; action plans and personal development plans will be used to set and monitor SMART targets.</p> <p>Lectures, Seminars and Group Activities to introduce and discuss principles and theories of importance; in particular to encourage and inform debate and discussion.</p> <p>Formative Assessment Activities would be used to monitor progress and inform tutorial support; this may also include peer assessments and mentoring.</p> <p>Work Based Learning and Placements would be incorporated wherever relevant to inform independent reflective opinions with commercial experiences.</p>
		<p>Assessment</p> <p>Essay Assignments Other Types of Long Written Assignment Oral Presentations Student Led Seminars / Discussions Design Tasks and Practice Based Assessments Work Placements Video Presentations / Essays Vocational Practical Assignments</p>

19	Programme structure (please delete stages not required)
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Certificate Stage

Long thin modules (last two semesters)

Code/ New	Title	Core/O ption	Credits	Level	Non- compens atable
DT	Digital Technologies in Media Production and Consumption	C	20	4	
DDS	Decoding the Digital Society	C	20	4	

Semester 1 modules

DDMP	Digital Design for Contemporary Media Production	O	20	4	
GAD	Game Art and Design	O	20	4	
DVP	Digital Video Production	C	20	4	

Semester 2 modules

APT	Animation Principles and Techniques	C	20	4	
DIP	Digital Image Production Techniques	C	20	4	

Diploma stage

Long thin modules (last two semesters)

Code/ New	Title	Core/O ption	Credits	Level	Non- compens atable
PD	Professional Development	C	20	5	
WBP	Work Based Practice	C	20	5	

Semester 1 modules

AU	Audience	C	20	5	
AMP	Audio for Contemporary Media Productions	C	20	5	

Semester 2 modules

IMDP	Interactive Media Design and Production	O	20	5	
WGDP	Web Based Game Design and Production	O	20	5	

MGC M	Motion Graphics for Contemporary Media	C	20	5	
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Honours Stage

Long thin modules (last two semesters)

Code/ New	Title	Core/O ption	Credits	Level	Non- compens atable
IS	Independent Study	C	40	6	
PP	Professional Production	C	20	6	

Semester 1 modules

VFX	3D Visual Effects for Contemporary Media	O	20	6	
3DMA	3D Pre-Visualisation	O	20	6	

Semester 2 modules

LCE	Live Conference and Exhibition	C	20	6	
WBPF	Web Based Portfolio	C	20	6	

Suggested Pathways

Pathway 1: Game Design & Development

Level Four	
DT	Digital Technologies
DDS	Decoding the Digital Society DDS
GAD	Game Art and Design GAD
DVP	Digital Video Production
APT	Animation Principles and Techniques
DIP	Digital Image Production
Level Five	
PD	Professional Development
WBP	Work Based Practice
AU	Audience
AMP	Audio for Contemporary Media Production
WGDP	Web Based Game Design and Production
MGCM	Motion Graphics for Contemporary Media
Level Six	
IS	Independent Study
PP	Professional Production

3DMA	3D Pre-Visualisation
LCE	Live Conference and Exhibition
WBPF	Web Based Portfolio

Pathway 2: Interactive Media Design

Level Four	
DT	Digital Technologies
DDS	Decoding the Digital Society DDS
DDMP	Digital Design for Contemporary Media Production
DVP	Digital Video Production
APT	Animation Principles and Techniques
DIP	Digital Image Production
Level Five	
PD	Professional Development
WBP	Work Based Practice
AU	Audience
AMP	Audio for Contemporary Media Production
IMDP	Interactive Media Design and Production
MGCM	Motion Graphics for Contemporary Media
Level Six	
IS	Independent Study
PP	Professional Production
3DMA	3D Pre-Visualisation
LCE	Live Conference and Exhibition
WBPF	Web Based Portfolio

Pathway 3: VFX

Level Four	
DT	Digital Technologies
DDS	Decoding the Digital Society DDS
GAD	Game Art and Design GAD
DVP	Digital Video Production
APT	Animation Principles and Techniques
DIP	Digital Image Production
Level Five	
PD	Professional Development
WBP	Work Based Practice
AU	Audience
AMP	Audio for Contemporary Media Production
WGDP	Web Based Game Design and Production
MGCM	Motion Graphics for Contemporary Media
Level Six	
IS	Independent Study
PP	Professional Production
3DVFX	3D Visual Effects
LCE	Live Conference and Exhibition
WBPF	Web Based Portfolio

20	References used in designing the programme	<ul style="list-style-type: none"> • Subject benchmark statement: Communication, media, film and cultural studies. QAA, 2008. • Framework for Higher Education Qualifications. QAA, 2008. • Quality Manual for Higher Education 2011-13. ERC, 2011. • Quality Handbook. UoH, 2013. • UK Quality Code for Higher Education. QAA, 2011-12. • Higher Education Strategy 2012-15. ERC, 2012. • College Priorities 2011-14. ERC, 2011. • Curriculum Area Market Research Report. ERC, 2012. • Creative Sector Skills Assessment for the Creative Media Industries in the UK. Creative Skillset, 2011. • National Occupational Standards for the Creative Industries. Creative Skillset, 2008 – 13. • The Core Skills of VFX. Creative Skillset. • Integrated quality and enhancement review: Summative review for East Riding College, April 2012. • FdA Applied Digital Media Programme Specification. ERC 2012. • Competitor Analysis Report 2012. ERC, 2012. • Learning Outcomes Tool, UoH, 2009. • Programme and Module Catalogue, UoH. • Employer Consultation: Fitzpatrick Design. 2012 • Employer Consultation: Yorkshire Media. 2012 • Employer Consultation: Archomai. 2012 • UoH Academic Contact 2012 • External Examiner FdA Applied Digital Media 2013
21	Indicators of quality and standards	<p>Validation, quality reviews.</p> <p>UoH FAP 2012 FdA Applied Digital Media: <i>The Programme Team is passionate about the Programme and the Panel commends the Team’s commitment to enhancing the quality of the student experience.</i></p> <p>QAA IQER Summative Review (2012): <i>Confidence in the College’s management of its responsibilities, as set out in its partnership agreements, for the quality of learning opportunities it offers.</i></p> <p><i>Confidence in the College’s management of its responsibilities, as set out in its partnership agreements, for the standards of the awards it offers on behalf of its awarding bodies. -</i></p>

		<p><i>Reliance can be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.</i></p> <p>OFSTED (2011) <i>Good with Outstanding Features</i></p>
22	Particular support for learning	<p>Individual and Group Tutorials Success Centres Induction Processes Mentoring between levels Personal Development Plan Draft Submissions Procedure Online Resources and Activities (VLE)</p>
23	Methods for evaluating and improving the quality of learning	<p>Mechanisms for review and evaluation of teaching, learning and assessment, curriculum design and outcome standards will include the following:</p> <ul style="list-style-type: none"> • Annual module reviews – TQA feedback and annual module review reports by staff • Annual programme review – presented to the HE Committee (ERC), Joint Board of Studies, External Examiner, Academic Contact • External Examiner Reports • Periodic review and revalidation procedures • Meetings with Mentors and employers <p>Committees with responsibility for monitoring and evaluating quality and standards:</p> <ul style="list-style-type: none"> • Individual Programme Delivery Team • IFL Learning and Teaching Committee • Programme (Examinations) Board • Joint Board of Studies • HE Committee • SAQAC <p>Mechanisms for gaining student feedback on the quality of teaching and their learning experience:</p> <ul style="list-style-type: none"> • Programme Teams • Module Feedback Forms • HE Committee – Student Representation • HE Student Focus Groups • TQA evaluations for each module • Annual Focus Group and Feedback Evaluations • Feedback evaluations from employees and mentors • Meetings with Mentors and employers

24	Identify any ethical issues that relate to this programme's teaching and assessment (supporting material may be monitored from time to time)	<p>Effects of the representations of protected and un-protected characteristics i.e. Age, Gender and Race etc. within all practical outcomes.</p> <p>Appropriate content for target audiences.</p> <p>Digital Video: Documentary Production Work Based Practice: Primary Research Sources Independent Practice: Primary Research Sources</p> <p>Decoding Digital Society: Potential for political bias.</p> <p>All practical assignments hold the potential for Primary Research in the context of Market Research.</p>
25	Other sources of information about this programme	<ul style="list-style-type: none"> • Student Handbook • UCAS Website • Publicity and marketing material • College Website • KIS

Module Specification

a	Module title	Digital Technologies in Media Production and Consumption
b	Module code (enter code or 'NEW')	DT
c	Module Leader	Anton Reeders
d	Credits	20
e	Level	4
f	Semester	Long-Thin
g	Pass/fail	N/A
h	Pre-requisites	None
i	Concurrent modules	Decoding the Digital Society
j	Post-requisites	None
k	Mandatory constraints	None
l	Advisory constraints	None
m	Rationale	The media industries are now totally dependent on technology to capture, process, transmit, store and output the images, text and sounds that they communicate. Although Digital Media students do not necessarily need to become technical experts, it is important that they understand the concepts, principles and developments which drive technology and how these relate to their role and responsibilities as practitioners.
n	Aims and distinctive features	Students will study the theory, principles, potential, and limitations of digitisation technology. The module aims to develop an understanding of systems, hardware, software and methods, by examining operational characteristics and appropriateness for different media applications. This will involve looking at the role and application of data communication systems, user environments, networked information infrastructures such as the Internet, Local Area Networks and broadcast technologies, and the hardware and software tools used for producing and managing digital media. Students will also gain an understanding of the context

		and implications of this when working with the Bridlington and Wold Chamber to produce the annual business awards	
o	Learning outcomes	<p>With clear guidance students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Demonstrate some breadth and depth of awareness and understanding of current architectural standards and operating systems and the relevant hardware and software used in digital media design and production 2. Review evaluate and assess a range of hardware and software used in digital media production examining operational characteristics of hardware and software 3. Identify practical applications, capabilities and limitations of hardware through experimentation with multimedia technologies. 4. Research and report on innovation and developments in media communication and broadcast technologies 	
p	Learning and teaching strategy	Seminars/Lectures 30 Hours	Stimulate thought, discussion and debate to encourage further reading and research in order to increase students' personal knowledge and understanding.
		Workshops 30 Hours	Development of practical skills and processes within a controlled environment.
		Independent Study 140 Hours	Development of skills, directed reading and research.
q	Arrangements for revision and private study	<p>The student-learning load for the module will be 200 hours.</p> <p>There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.</p>	
r	Methods of assessment	<p>(All methods of assessment must be attempted in-order to successfully complete this module.)</p> <p>Illustrated Report 2000 Words</p>	

		Illustrated Report 2000 Words
s	Methods of reassessment (if different to r)	
t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	

u	Programme – module learning outcomes – assessment mapping [desirable]				
	Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
	A1, A3, B1, D1, D4, D5, D6	1,2	Report 2000 Words 50%		
	A1, A3, B1, B3, B6, C1, C3, D1, D4, D5, D6	3,4		Report 2000 Words 50%	

v	Estimated number attending module	15
w	Indicative content	
	<p>The Role of Digital Technologies in Contemporary Media Production and Consumption</p> <p>Impacts of Technological Developments on Mass Communications</p> <p>Applications of Multimedia</p> <p>Operational Characteristics: Capabilities and Constraints of Digital Technologies</p> <p>Communications Technologies</p> <p>Developments and Future Impact</p>	
x	Indicative reading (please list as a bibliography)	
	<p>Geil, A. 2004. <i>Memory Bytes: History, Technology, and Digital Culture</i>. Durham and London: Duke University Press</p> <p>Van Dijk, J. 2012. <i>The Network Society</i>. London: Sage Publishing Ltd.</p>	

Module Specification

a	Module title	Decoding the Digital Society
b	Module code (enter code or 'NEW')	DDS
c	Module Leader	Harvinder Kaur
d	Credits	20
e	Level	4
f	Semester	Long-Thin
g	Pass/fail	N/A
h	Pre-requisites	None
i	Concurrent modules	None
j	Post-requisites	None
k	Mandatory constraints	None
l	Advisory constraints	None
m	Rationale	This module is designed to enable participants to understand various theories about The Network Society, Information Age and to critically examine the impact of ICT in the broad areas of politics, democracy, commerce, culture, public life and work. Consideration is also given to the likely future impact of these new technologies within contemporary society.
n	Aims and distinctive features	<p>This module aims to provide knowledge and understanding of the importance of technological determinism within contemporary society. With a focus of how 'old' and 'new' media shape audiences to interact and engage within a digital era and how these technologies impact everyday life for media producers and consumers.</p> <p>This module will be distinctive in its video essay assessment method and using social media to present the findings, enabling students to engage with media theory in a visual and engaging manner.</p>
o	Learning outcomes	With clear guidance students will be able to demonstrate the following skills:

		<ol style="list-style-type: none"> 1. Demonstrate some breadth and depth of awareness and understanding of the key concepts and theories of the digital society. 2. Explain ICT within societal contexts, considering policies, legislation and ethical issues. 3. Evaluate contemporary communication theories. 4. Evaluate the credibility of electronic sources 	
p	Learning and teaching strategy	Learning and Teaching Component	Overall Objectives
		Seminars and Lectures including online contact (Moodle) 45 Hours	Supporting development of practical operational and critical skills. To stimulate thought and practical exploration of concept methodologies and principles. Develop analytical and technical appreciation.
		On-line workshops (Moodle) 45 Hours	Stimulate thought, discussion and debate to encourage further reading and research in order to increase students' personal knowledge and understanding.
		One-to-one interaction 5 Hours	Support the development of self-direction, intellectual independence and research skills.
		Independent learning 105 Hours	Support development of operational confidence and understanding.
q	Arrangements for revision and private study	<p>The student-learning load for the module will be 200 hours.</p> <p>There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.</p>	

r	Methods of assessment	(All methods of assessment must be attempted in-order to successfully complete this module.) Webcast (Video Presentation) 10 Minutes Essay 3,500 Words
s	Methods of reassessment (if different to r)	Essay 4500 Words
t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	A variety of ethical discussion points may arise in i.e. representation of groups, privacy, celebrity etc. and there will be a likely engagement with varying political viewpoints in both teaching and assessment; avoidance of bias may be a challenge with the latter. Potentially also students may wish to undertake some kind of primary research as part of their video essay assignment.

u	Programme – module learning outcomes – assessment mapping [desirable]				
	Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
	A2, A5, A9, B1, B2, B3, B4, B5, B6, B7, C1, D1, D4, D5, D6	1,2,4	Webcast (Video Presentation) 10 Minutes 30%		
	A2, A5, A7, A9, B1, B2, B3, B4, B5, B6, B7, C1, D1, D4, D5, D6	1,2,3,4		Essay 3,500 Words 70%	

v	Estimated number attending module	15
w	Indicative content	
	<p>New ICT and the Key Issues Digital Media and Technological Determinism Convergence and Confluence Broadband & Always-on Internet Access The Digital Self: Remediated/Virtual/Networked New ICT and the Law I : Code New ICT and the Law II : Privacy Digital Rights I : Peer-to-Peer File Sharing Digital Rights II : Digital Rights Management Digital Rights III: Security Web Marketing and E-Commerce 12. Taking back the Web with Web 2.0</p>	
x	Indicative reading (please list as a bibliography)	
	Albertazzi, D & Cobley, P. 2010. <i>The Media an Introduction</i> . 3rd edition. Harlow: Pearson	

Education Limited.

Dijk, J.V. 2012. 3rd edition. *The Network Society*. London: SAGE publications LTD.

Lister, M., Dovey, J., Giddings, S., Grant, I. & Kelly, K. 2008. 2nd edition. *New Media: A Critical Introduction*. New York, NY: Routledge.

Module Specification

a	Module title	Game Art and Design
b	Module code (enter code or 'NEW')	GAD
c	Module Leader	Adam Corkett
d	Credits	20
e	Level	4
f	Semester	1
g	Pass/fail	N/A
h	Pre-requisites	None
i	Concurrent modules	None
j	Post-requisites	None
k	Mandatory constraints	Digital Design for Contemporary Media Production due to similarity in content
l	Advisory constraints	None
m	Rationale	<p>Game design is about imagination – imagined scenarios, characters, worlds and stories. These conceptions must be then visualised and communicated to the production teams and eventually the audiences.</p> <p>The Games industry is predominantly a visual world – this module will develop the Games Designer's technical skills in order to communicate their ideas by enabling the effective visualisation of character, location and narrative.</p> <p>The Games industry uses imagery for a variety of reasons, not least marketing its products; therefore a Games Designer must also have an understanding of what catches the eye when the product is promoted as well as what maintains the player's suspension of disbelief during play through exciting attention keeping graphics.</p>
n	Aims and distinctive features	<p>The aim of this module is to develop skills in drawing using a variety of materials and processes. These skills will be used to effectively visualise the student's imagined characters, situations and narratives.</p> <p>The module will explore visual responses to both</p>

		<p>directed and self-directed briefs.</p> <p>Students will be provided opportunities to develop a critical understanding of their work within the context of the profession by an investigation of historical, social and cultural issues related to the games industry. Work from this module will be presented as part of the colleges provision at BAFF</p>						
o	Learning outcomes	<p>With clear guidance students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Examine and explore a range of drawing materials, techniques and processes relevant to games design and concept art. 2. Apply an appropriate selection of drawing materials to effectively visualise ideas and concepts. 3. Produce a portfolio of completed artwork / designs produced meeting professional standards and practices. 4. Evaluate own work in terms of technical and aesthetical qualities considering historical, social and cultural contexts. 						
p	Learning and teaching strategy	<table border="1"> <tr> <td>Seminars/Lectures 15 Hours</td> <td>Stimulate thought, discussion and debate to encourage further reading and research in order to increase students' personal knowledge and understanding of cultural issues relating to art and design in the context of the video games industry.</td> </tr> <tr> <td>Workshops 45 Hours</td> <td>Development of practical skills and processes within a controlled environment.</td> </tr> <tr> <td>Independent Study 140 Hours</td> <td>Development of skills, directed reading and research.</td> </tr> </table>	Seminars/Lectures 15 Hours	Stimulate thought, discussion and debate to encourage further reading and research in order to increase students' personal knowledge and understanding of cultural issues relating to art and design in the context of the video games industry.	Workshops 45 Hours	Development of practical skills and processes within a controlled environment.	Independent Study 140 Hours	Development of skills, directed reading and research.
Seminars/Lectures 15 Hours	Stimulate thought, discussion and debate to encourage further reading and research in order to increase students' personal knowledge and understanding of cultural issues relating to art and design in the context of the video games industry.							
Workshops 45 Hours	Development of practical skills and processes within a controlled environment.							
Independent Study 140 Hours	Development of skills, directed reading and research.							
q	Arrangements for revision and private study	<p>The student-learning load for the module will be 200 hours.</p> <p>There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access</p>						

		throughout the week including evenings.
r	Methods of assessment	(All methods of assessment must be attempted in-order to successfully complete this module.) Practical Portfolio – 3,000 Words Equivalent Reflective Essay – 1,500 Words
s	Methods of reassessment (if different to r)	
t	Identify any ethical issues that relate to this module’s teaching and assessment (supporting material may be monitored from time to time)	Responsible consideration of representation of individuals or groups in any imagery.

u Programme – module learning outcomes – assessment mapping [desirable]				
Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
A1, A3, A8, B2, C1, C2, C3, C5, D1, D3	1, 2, 3	Practical Portfolio – 3,000 Words Equivalent 70%		
A1, A2, A3, A8, B1, B8, C1, C2, C3, C5, D1, D3, D4, D6	1, 4		Reflective Essay – 1,500 Words 30%	

v	Estimated number attending module	8
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w	Indicative content
<p>Materials, Processes and Recording Techniques</p> <ul style="list-style-type: none"> Pencils and Charcoal Photography Collage and Montage Digital Image Manipulation Colour, Line, Tone and Texture <p>Visualising Concepts</p> <p>Development Practices</p> <p>Developing Portfolios</p> <p>Critical Analysis and Peer Reviews</p>	

x	Indicative reading (please list as a bibliography)
<p>Cole, P. 2003. Perspective for Artists. London: Dorling Kindersley Eye Witness.</p> <p>Lea, D. 2007. Creative Photoshop: Digital Illustration and Art Techniques. Oxford: Focal Press.</p>	

Perrella, L. 2004. Artists' Journals and Sketchbooks: Exploring and Creating Personal Pages.

Gloucester: Quarry Books.

Module Specification

a	Module title	Digital Design for Contemporary Media Production
b	Module code (enter code or 'NEW')	DDMP
c	Module Leader	Adam Corkett
d	Credits	20
e	Level	4
f	Semester	1
g	Pass/fail	N/A
h	Pre-requisites	None
i	Concurrent modules	None
j	Post-requisites	None
k	Mandatory constraints	Game Art and Design due to similarity in content.
l	Advisory constraints	None.
m	Rationale	Visual Design is present in nearly every aspect of today's media, being integral to a variety of methods of communication it is essential that those involved in the production of contemporary media have an understanding of the role design plays in reaching and engaging audiences.
n	Aims and distinctive features	<p>This module aims to provide knowledge and understanding of the role of design in media production as well as develop practical design skills in the context of contemporary media production. Emphasis will be placed upon the development of a repertoire of both traditional and contemporary practical skills; additionally awareness of a range of movements in the development of graphic design will be consulted.</p> <p>This module will provide vocational experience through live and past client briefs; also engaging</p>

		visiting lecturers.	
o	Learning outcomes	<p>With clear guidance students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Demonstrate some breadth and depth of awareness and understanding of the key principles, historical development and roles of graphic design, particularly in relation to contemporary media production. 2. Analyse the technical and aesthetic qualities of the application of design principles in existing contemporary media productions and/or own practical productions; considering ethical responsibilities and challenges. 3. Demonstrate within own practice the ability to select and utilise design principles with originality to address client and audience requirements. 4. Evaluate own design production work within the context of professional practices and client expectations. 	
p	Learning and teaching strategy	Seminars/Lectures 14 Hours	Exploring the development of movements within graphic design and typography, encouraging discussion and debate to enhance deconstruction and evaluation of existing professional examples of design in contemporary media production.
		Workshops 36 Hours	Development of practical skills and processes within a controlled environment.
		Independent Study 150 Hours	Generate and develop ideas to fit within a given brief
q	Arrangements for revision and private study	<p>The student-learning load for the module will be 200 hours.</p> <p>There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.</p>	
r	Methods of assessment	<p>(All methods of assessment must be attempted in-order to successfully complete this module.)</p> <p>Essay – 1500 Words</p>	

		Practical Project including 1,000 word reflective report – 3000 Word Equivalency (Overall)
s	Methods of reassessment (if different to r)	
t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	A variety of ethical challenges may arise due to the needs of clients in practical assignments in the context of audience i.e. representation of groups or the appropriateness of content to target audiences.

u	Programme – module learning outcomes – assessment mapping [desirable]				
	Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
	A1, A3, A4, A8, A9, B1, D1, D5, D6	1,2	Essay 1500 Words 30%		
	A1, A3, A4, C1, C2, C3, C5, D1, D3, D4, D5, D6	1,2,3,4		Practical Project inc. 1000 word evaluative report 70%	

v	Estimated number attending module	8
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w	Indicative content
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Historical Influences and Movements in Graphic Design
 Propaganda and Revolution Poster Design
 Movements in Modern Art and their Influence on Graphic Design
 The Bauhaus and Swiss International Style
 Contemporary Graphic Design
 Design in Media Productions
 Film and Television – Titles, Lower Thirds etc.
 Web and Interactive
 Typography 101
 Logotypes
 Layouts
 Techniques for Ideas Generation

x	Indicative reading (please list as a bibliography)
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Eskilson, S. J. 2007. *Graphic Design. A New History*. London: Laurence King Publishing Ltd.

Heller, S. & Vienne, V. 2012. *100 Ideas That Changed Graphic Design*. London: Laurence King Publishing Ltd.

Shaughnessy, A. 2010. *How to Be a Graphic Designer without Losing Your Soul*. London: 2nd Edition. Laurence King Publishing Ltd.

Module Specification

a	Module title	Digital Video Production
b	Module code (enter code or 'NEW')	DVP
c	Module Leader	John Ellerington
d	Credits	20
e	Level	4
f	Semester	1
g	Pass/fail	N/A
h	Pre-requisites	None
i	Concurrent modules	None
j	Post-requisites	None
k	Mandatory constraints	None
l	Advisory constraints	None
m	Rationale	The conventions of traditional formats inform those in contemporary media platforms; film productions have established grammatical codes consistently followed in more modern disciplines such as video games. An understanding of the core principals of this communication method is a fundamental in any media student's repertoire; practical competencies of film production and editing are also sought after throughout the creative sectors.
n	Aims and distinctive features	This module covers the basic principles when creating moving images and students will be encouraged to explore and utilise a variety of production techniques. Students will acquire an understanding of visual grammar and become confident in all areas of digital video production. They will be able to use the various tools and software to create and re-purpose material for others to use. The skills within this module will also link to the business awards and the introduction of the live music lounge at the colleges St James campus. An insight into the medium's advantages and limitations will allow them to test and experiment with the new

		technology available and apply this knowledge to enhance and expand projects in their specialist area	
o	Learning outcomes	<p>With clear guidance students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Demonstrate some breadth and depth of awareness and understanding of video production techniques and the conventions of screen grammar. 2. Investigate and examine a broad range of video productions illustrating understanding of production techniques, constraints and conventions of screen grammar. 3. Plan and produce an original video production that applies and extends understanding of screen grammar, meeting specified intentions, addressing ethical considerations and legal obligations. 4. Manage and contribute to a production effectively applying professional practices functioning both independently and as part of a team. 	
p	Learning and teaching strategy	Learning and Teaching Component	Overall Objectives
		Class Based Lectures 10 Hours	Introduce the basic concepts to stimulate thought, discussion and debate to encourage further reading and research in order to increase students' personal knowledge and understanding.
		Seminars 10 Hours	Widen knowledge and demonstrate this via presentation, negotiating and communication skills
		Workshops and Exercises 30 Hours	Development of skills, directed reading and a variety of forms of research.
		One to One Interaction 5 Hours	Introduce the basic concepts to Stimulate thought, discussion and debate to encourage

			further reading and research in order to increase students' personal knowledge and understanding.
		Independent Study 145 Hours	Generate and develop ideas to fit within a given brief; produce video assignments in groups and individually. Developing practical skills.
q	Arrangements for revision and private study	The student-learning load for the module will be 200 hours. There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.	
r	Methods of assessment	(All methods of assessment must be attempted in-order to successfully complete this module.) Practice based group exercise equiv. 1200 words 30% Video project including planning documentation and 1500 word evaluative report 70% - (Overall 3000 word equivalence).	
s	Methods of reassessment (if different to r)		
t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	Primary Research in Documentary Productions Intellectual Property Representation	

u	Programme – module learning outcomes – assessment mapping [desirable]				
	Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
	A4, B1, B2, C1, C2, C3, C5, D1, D3, D4, D6	1,3,4	Practice based exercise equiv. 1200 words 30%		
	A1, A3, A4, A5, A6, A9, B1, B2, B8, C1, C2, C3, C5, D1, D2, D3, D4, D5, D6	1,2,3,4		Video portfolio project including planning documentation and 1000 word reflective report 70% -	

			(Overall 3000 word equivalence).	
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v	Estimated number attending module	15
w	Indicative content	
	Visual Grammar Pre-Production Techniques Camera Operation Lighting Audio Production Production Monitoring and Records Ethical Considerations of Documentary Productions Post-Production Techniques	
x	Indicative reading (please list as a bibliography)	
	Bowen, C. J. & Thompson, R. 2009. <i>Grammar of the Edit</i> . 2 nd Edition. Oxford: Elsevier. Bowen, C. J. & Thompson, R. 2009. <i>Grammar of the Shot</i> . 2 nd Edition. Oxford: Elsevier. Evans, R. 2006. <i>Practical DV Film Making</i> . 2 nd Edition. Oxford: Elsevier	

Module Specification

a	Module title	Animation Principles and Techniques
b	Module code (enter code or 'NEW')	APT
c	Module Leader	John Ellerington
d	Credits	20
e	Level	4
f	Semester	2
g	Pass/fail	N/A
h	Pre-requisites	None
i	Concurrent modules	None
j	Post-requisites	None
k	Mandatory constraints	None.
l	Advisory constraints	None.
m	Rationale	Animation is inherently linked to all other types of media production through the historical development of first image, then motion images; the principals and techniques are therefore fundamental to creative media practitioners who wish to work in a variety of sectors including for example video, video games and visual effects.
n	Aims and distinctive features	<p>This module aims to provide knowledge and understanding of the role of animation in media production as well as develop practical production skills in the context of contemporary media production. Emphasis will be placed upon the development of a repertoire of both traditional and contemporary practical skills; additionally awareness of the historical development and impact of animation both commercially and as an art form.</p> <p>This module provides the foundations for further study on modules including Motion Graphics, 3D Visual Effects and / or 3D Pre-Visualisation. Motion Graphics will be used to promote the newly formed Enterprise Solutions, an initiative</p>

		to market media solutions to local SMEs	
o	Learning outcomes	<p>With clear guidance students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Demonstrate some breadth and depth of awareness and understanding of the principles, historical development and roles of animation techniques particularly in relation to contemporary media production. 2. Analyse the technical and aesthetic qualities a range of examples of animation in existing contemporary media productions and/or own practical productions; considering ethical responsibilities and challenges. 3. Demonstrate within own practice the ability to select, utilise and experiment with animation principles and techniques using originality and considering audience requirements. 4. Evaluate own animation production work within the context of principles, techniques, and professional practices. 	
p	Learning and teaching strategy	Seminars/Lectures 14 Hours	Key principles and history of animation techniques, discussion and critique of examples.
		Workshops 36 Hours	Development of practical skills and processes within a controlled environment.
		Independent Study 150 Hours	Generate and develop ideas to fit within a given brief
q	Arrangements for revision and private study	<p>The student-learning load for the module will be 200 hours.</p> <p>There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.</p>	
r	Methods of assessment	<p>(All methods of assessment must be attempted in-order to successfully complete this module.)</p> <p>Essay – 1500 Words</p> <p>Practical Portfolio including 1,000 word reflective report – 3000 Word Equivalency (Overall)</p>	
s	Methods of reassessment (if different to r)		

t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	A variety of ethical challenges may arise due to the needs of clients in practical assignments in the context of audience i.e. representation of groups or the appropriateness of content to target audiences.
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u Programme – module learning outcomes – assessment mapping [desirable]				
Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
A3, A4, A5, A8, A9, B1, B2, D1, D5, D6	1,2	Essay 1500 Words 30%		
A1, A3, A4, A5, A9, B2, B8, C1, C2, C3, C5, D1, D3, D4, D5, D6	1,2,3,4		Practical Portfolio inc. 1000 word evaluative report 70% (2,500 Word Equivalence)	

v	Estimated number attending module	15
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w	Indicative content
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Fundamental Principles of Motion Image
The Beginnings of Motion Image: Photography and Early Film
Early Animation Techniques
Disney and the development of Cel-Animation
The Principles of Animation
Limited Animation, Mass Production Techniques
Stop-Motion Animation
Digital Techniques: Early CGI
Rotoscoping
Video Games
Motion Graphics and Visual Effects
Where Next? The future of animation.

x	Indicative reading (please list as a bibliography)
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Anderson, J. & Anderson, B. 1993. *The Myth of Persistence of Vision Revisited*. Journal of Film and Video, Vol. 45 (1). 1993, pp. 3-12.

Chong, A. 2008. *Digital Animation*. London: AVA Publishing S.A.

Williams, R. 2009. *The Animator's Survival Kit: Expanded Edition*. London: Faber and Faber Ltd.

Module Specification

a	Module title	Digital Image Production Techniques
b	Module code (enter code or 'NEW')	DIP
c	Module Leader	Adam Corkett
d	Credits	20
e	Level	4
f	Semester	2
g	Pass/fail	N/A
h	Pre-requisites	None
i	Concurrent modules	None
j	Post-requisites	None
k	Mandatory constraints	None.
l	Advisory constraints	None.
m	Rationale	<p>Digital images are powerful tools in a variety of applications; concealed meanings are just as important as aesthetics when it comes to conveying a message. They are used throughout the media and are consumed by audiences at an astounding rate.</p> <p>An understanding of the messages contained within images and how they are produced to communicate those messages is an essential requirement of professional digital media practice.</p>
n	Aims and distinctive features	<p>This module aims to introduce the concepts surrounding images as communication methods, to analyse images in terms of the messages they contain and to develop skills by investigating a wide range of practical techniques.</p> <p>Digital Image will be used to promote the newly formed Enterprise Solutions, an initiative to market media solutions to local SMEs</p>
o	Learning outcomes	<p>With clear guidance students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Examine a range of commercial digital artwork, investigating the messages they

		<p>communicate, audience readings and the techniques employed to achieve this.</p> <ol style="list-style-type: none"> 2. Demonstrate some breadth and depth of awareness and understanding of graphic applications capabilities and limitations. 3. Effectively select and use a range of graphic applications and techniques in the production and editing of images. 4. Evaluate the selection of graphic techniques used in production; considering the success in visually communicating messages. 						
p	Learning and teaching strategy	<table border="1"> <tr> <td>Seminars/Lectures 14 Hours</td> <td>Exploring the development of movements within graphic design and typography, encouraging discussion and debate to enhance deconstruction and evaluation of existing professional examples of design in contemporary media production.</td> </tr> <tr> <td>Workshops 36 Hours</td> <td>Development of practical skills and processes within a controlled environment.</td> </tr> <tr> <td>Independent Study 150 Hours</td> <td>Generate and develop ideas to fit within a given brief</td> </tr> </table>	Seminars/Lectures 14 Hours	Exploring the development of movements within graphic design and typography, encouraging discussion and debate to enhance deconstruction and evaluation of existing professional examples of design in contemporary media production.	Workshops 36 Hours	Development of practical skills and processes within a controlled environment.	Independent Study 150 Hours	Generate and develop ideas to fit within a given brief
Seminars/Lectures 14 Hours	Exploring the development of movements within graphic design and typography, encouraging discussion and debate to enhance deconstruction and evaluation of existing professional examples of design in contemporary media production.							
Workshops 36 Hours	Development of practical skills and processes within a controlled environment.							
Independent Study 150 Hours	Generate and develop ideas to fit within a given brief							
q	Arrangements for revision and private study	<p>The student-learning load for the module will be 200 hours.</p> <p>There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.</p>						
r	Methods of assessment	<p>(All methods of assessment must be attempted in-order to successfully complete this module.)</p> <p>Essay – 1500 Words</p> <p>Practical Portfolio including 1,000 word reflective report – 3000 Word Equivalency (Overall)</p>						
s	Methods of reassessment (if different to r)							
t	Identify any ethical issues that relate to this module’s teaching and assessment (supporting material may be monitored from time to time)	A variety of ethical challenges may arise due to the needs of clients in practical assignments in the context of audience i.e. representation of groups or the appropriateness of content to target audiences.						

u Programme – module learning outcomes – assessment mapping [desirable]				
Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
A1, A3, A4, A8, A9, B1, B2, B3, B4, B5, D1, D5, D6	1	Essay 1500 Words 30%		
A1, A3, A4, A8, A9, B1, B2, B8, C1, C2, C3, C5, D1, D3, D4, D5, D6	2,3,4		Practical Portfolio inc. 1000 word evaluative report 70% (3000 Word Overall Equivalency)	

v	Estimated number attending module	15
w	Indicative content	
	<p>Digital Images: The Messages Within Historical Uses of Visual Communication Methods Propaganda Posters Contemporary Applications of Digital Image Analysing Commercial Images Image Production Techniques and Principals Image Capture Bitmap v Vector Resolution and Bit Depth Image Processing Techniques Output and Optimisation</p> <p>Workshops: Photoshop Illustrator Fireworks</p>	
x	Indicative reading (please list as a bibliography)	
	<p>Berger, J. 2008 (Reprint) Ways Of Seeing. London: Penguin Classics</p> <p>Crowley, D. 2008. Posters of the Cold War. Basingstoke: V & A Publishing.</p>	

Module Specification

a	Module title	Professional Development
b	Module code (enter code or 'NEW')	PD
c	Module Leader	Adam Corkett
d	Credits	20
e	Level	5
f	Semester	Long-Thin
g	Pass/fail	N/A
h	Pre-requisites	None
i	Concurrent modules	Work Based Practice
j	Post-requisites	None
k	Mandatory constraints	None
l	Advisory constraints	None
m	Rationale	<p>In recent years the media industry has become more diverse with the growth in television channels, interactive media, print media, live performance and widening participation in higher education, the freelance and independent sector has increased. Graduates wishing to establish themselves within these sectors need to be self-aware, proactively taking responsibility for their own skills development; additionally it has become increasingly desirable to possess entrepreneurial acumen.</p> <p>Graduates not only need to be prepared to work in organisations of varying sizes, but also to be able to function independently; constantly identifying networking opportunities and gain a good reputation in a multi-skilled environment.</p>
n	Aims and distinctive features	<p>This module aims to prepare students for the variety of potential workplaces through continuous monitoring and action planning of their career development; in addition to developing awareness of potential business opportunities and the ability to develop proposals in response to these.</p>

		<p>Students will demonstrate their knowledge of personal organisation, financial and entrepreneurial skills appropriate to their industry by studying a range of business types; identifying openings within their own specialist areas and producing detailed business plans.</p> <p>Entrepreneurs and employees from the creative sector will be invited to provide visiting lectures to students; additionally this engagement will also be utilised to inform the assessment process by involving representatives in panels.</p> <p>Students will be encouraged to work with enterprise solutions and actively seek out clients for the newly formed business</p>	
o	Learning outcomes	<p>With guidance students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Analyse potential opportunities and individual skills for career progression, performances in application and interview procedures; identifying own strengths and areas of development. 2. Analyse different types of business models and structures when identifying potential business opportunities. 3. Research and develop a proposal for a media project or business opportunity that meets professional expectations, ethical practices and legal obligations. 4. Present a proposal meeting professional expectations and communicating a business opportunity effectively. 	
p	Learning and teaching strategy	<p>Seminars/Lectures 36 Hours</p>	<p>Stimulate thought, discussion and debate to encourage further reading and research in order to increase students' personal knowledge and understanding.</p>
		<p>One-to-one interaction 15 Hours</p>	<p>Support the development of self-direction, intellectual independence and research skills.</p>
		<p>Independent learning 149 Hours</p>	<p>Support development of operational confidence and understanding.</p>

q	Arrangements for revision and private study	The student-learning load for the module will be 200 hours. There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.
r	Methods of assessment	(All methods of assessment must be attempted in-order to successfully complete this module.) Career development portfolio and 750 word evaluative report (Overall 1500 word equivalent). 30% 2500 Word Business Plan and 10 Minute Presentation 70%
s	Methods of reassessment (if different to r)	
t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	Ethical issues may arise if students choose to undertake any primary research as part of market research; these may include privacy and data protection considerations.

u	Programme – module learning outcomes – assessment mapping [desirable]				
	Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
	A6, B1, B3, B8, C1, D1, D3, D4, D6	1	Career development portfolio and 750 word reflective essay 30%		
	A5, A6, A9, B1, B2, B3, B5, B6, B8, C1, C4, D1, D3, D4, D5, D6	2,3,4		2500 Word Business Plan and 10 Minute Presentation 70%	

v	Estimated number attending module	15
w	Indicative content	
	<p>Career Development Skills</p> <ul style="list-style-type: none"> SWOT and Action Planning Identifying Career Opportunities / Looking for Work Applying for Jobs / CV Writing Skills / Personal Statements Portfolios and Show reels Interview Skills and Techniques <p>Business Models and Changing Landscape of Media Sectors</p> <ul style="list-style-type: none"> Financing a Venture and Planning Market Research Techniques and Analysis Developing a Proposal Marketing Methods 	

Writing a Business Plan	
x	Indicative reading (please list as a bibliography)
<p>Croteau, D. Hoynes, W. & Milan, S. 2012. <i>Media / Society: Industries, Images and Audiences</i>. 3rd Edition. London: Sage Publications Ltd.</p> <p>Evans, V. 2011. <i>Writing a Business Plan. How To Win Backing To Start Up or Grow Your Business</i>. Harlow: Pearson Education Limited.</p> <p>Williams, L. 2012. <i>Ultimate Interview: 100s of great interview answers</i>. London: Kogan Page</p>	

Module Specification

a	Module title	Work Based Practice
b	Module code (enter code or 'NEW')	WBP
c	Module Leader	Adam Corkett
d	Credits	20
e	Level	5
f	Semester	Long-Thin
g	Pass/fail	N/A
h	Pre-requisites	None
i	Concurrent modules	Professional Development
j	Post-requisites	None
k	Mandatory constraints	None
l	Advisory constraints	None
m	Rationale	Work-based learning and placements are invaluable in providing students with the experiences necessary to develop into professional practitioners within the creative media sectors; practical experience of the workplace is continually sought by employers.
n	Aims and distinctive features	<p>This module aims to provide students with a range of experiences and the opportunity to critically reflect upon professional practices and careers opportunities.</p> <p>This module will be delivered in a work based context in a range of forms – including work placements within companies, freelance practice and culminating in a group project where students form their own production company in order to meet the needs of an identified client.</p> <p>A Learning Contract will be negotiated between the student, tutor and workplace mentor / client. The independent project work will receive face to face and online tutor support.</p> <p>Students will be able to access a series of live</p>

		assignments or placements within the community	
		Students will be provided with the opportunity to present their contextual studies paper to a conference of their peers.	
o	Learning outcomes	<p>With guidance students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of organisational structures and an understanding of professional practices within a commercial context, analysing current contextual issues. 2. Apply practical skills and knowledge to a commercial or industrial problem, meeting professional expectations. 3. Demonstrate understanding and awareness of an issue identified as significant within society and own professional context, engaging with theories. 4. Critically analyse workplace feedback drawing justified conclusions of professional effectiveness and development plans. 	
p	Learning and teaching strategy	Work Based Learning/Industrial Placement/Practice 80 Hours	<i>To gain practical experience in a work/professional environment. Work with and in support of others. Contribute to the completion of a project.</i>
		Seminars/Lectures 36 Hours	Stimulate thought, discussion and debate to encourage further reading and research in order to increase students' personal knowledge and understanding.
		One-to-one interaction 14 Hours	Support the development of self-direction, intellectual independence and research skills.
		Independent learning 70 Hours	Support development of operational confidence and understanding.
q	Arrangements for revision and private study	<p>The student-learning load for the module will be 200 hours.</p> <p>There will be 15 hours access per week to subject</p>	

		specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.
r	Methods of assessment	(All methods of assessment must be attempted in-order to successfully complete this module.) 15 Minute Illustrated Presentation Essay 2,500 words
s	Methods of reassessment (if different to r)	
t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	A variety of ethical challenges may arise due to the needs of clients in practical assignments in the context of audience i.e. representation of groups or the appropriateness of content to target audiences. Input of employers and clients in the assessment process might also pose ethical considerations.

u Programme – module learning outcomes – assessment mapping [desirable]				
Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
A1, A3, A5, A6, B1, B2, B8, C1, C2, C3, C4, C5, D1, D2, D3, D4, D6	1,2,4	15 Minute Illustrated Presentation 50%		
A1, A2, A3, A5, A9, B1, B2, B3, B4, B5, B6, B7, B8, D1, D3, D4, D5, D6	1,3,4		Essay 2,500 words 50%	

v	Estimated number attending module	15
w	Indicative content	
<p>Production Processes – including Project Management</p> <p>Administrative Skills</p> <p>Company Organisational Structures</p> <p>Employee Rights and Responsibilities</p> <p>Appraisal Procedures</p> <p>Interpersonal Skills</p> <p>Contextual Studies</p> <p style="padding-left: 40px;">Representation Issues</p> <p style="padding-left: 40px;">Audience Participation and Engagement</p> <p style="padding-left: 40px;">Ethical Responsibilities</p> <p style="padding-left: 40px;">Legal Issues</p>		

x	Indicative reading (please list as a bibliography)
	<p>Albertazzi, D. & Cobley, P. 2010. <i>The Media: An Introduction</i>. 3rd Edition. Harlow: Pearson Education Ltd.</p> <p>Croteau, D. Hoynes, W. & Milan, S. 2012. <i>Media / Society: Industries, Images and Audiences</i>. 3rd Edition. London: Sage Publications Ltd.</p>

Module Specification

a	Module title	Audience
b	Module code (enter code or 'NEW')	AU
c	Module Leader	Harvinder Kaur
d	Credits	20
e	Level	5
f	Semester	1
g	Pass/fail	N/A
h	Pre-requisites	Decoding the Digital Society
i	Concurrent modules	None
j	Post-requisites	None
k	Mandatory constraints	None
l	Advisory constraints	None
m	Rationale	This module focuses on providing students with a critical understanding of audiences of traditional and digital media products. This understanding will be promoted through an emphasis on audience segmentation, media criticism and mass media issues. The critical understanding gained in this module should underpin the multimedia products created throughout the rest of the programme and increase their understanding of what to deliver to specific audiences.
n	Aims and distinctive features	This module aims to enable students to identify and target the needs of a specific audience as consumers of digital media. Through interaction and feedback with their audience, they will develop and test new media products, promoting an understanding of how technology can be employed to enhance communication in responding toward audience needs. The Bridlington and wold business awards will give the students opportunity to demonstrate their knowledge of audience requirements
o	Learning outcomes	With guidance students will be able to demonstrate the following skills:

		<ol style="list-style-type: none"> 1. Demonstrate some breadth and depth of awareness and understanding of the principles of audience including related ethical issues and legislation. 2. Demonstrate some breadth and depth of awareness and understanding of the fundamental principles of media criticism. 3. Critically analyse contextual issues in and theories relating to the continually changing facets of media production and consumption. 4. Present a line of argument or enquiry supported by relevant use of sources. 								
p	Learning and teaching strategy	<table border="1"> <thead> <tr> <th>Learning and Teaching Component</th> <th>Overall Objectives</th> </tr> </thead> <tbody> <tr> <td>Seminars/Lectures 45 Hours</td> <td>Students will attend a series of lectures, seminars and tutorials that will include a combination of taught and self-study elements.</td> </tr> <tr> <td>One-to-one interaction 5 Hours</td> <td>Support the development of self-direction, intellectual independence and research skills.</td> </tr> <tr> <td>Independent learning 150 Hours</td> <td>Students will be directed to reading materials to help them to further develop their knowledge in the area in relation to material covered in lectures and seminars. A review session will be planned into the module schedule.</td> </tr> </tbody> </table>	Learning and Teaching Component	Overall Objectives	Seminars/Lectures 45 Hours	Students will attend a series of lectures, seminars and tutorials that will include a combination of taught and self-study elements.	One-to-one interaction 5 Hours	Support the development of self-direction, intellectual independence and research skills.	Independent learning 150 Hours	Students will be directed to reading materials to help them to further develop their knowledge in the area in relation to material covered in lectures and seminars. A review session will be planned into the module schedule.
		Learning and Teaching Component	Overall Objectives							
		Seminars/Lectures 45 Hours	Students will attend a series of lectures, seminars and tutorials that will include a combination of taught and self-study elements.							
One-to-one interaction 5 Hours	Support the development of self-direction, intellectual independence and research skills.									
Independent learning 150 Hours	Students will be directed to reading materials to help them to further develop their knowledge in the area in relation to material covered in lectures and seminars. A review session will be planned into the module schedule.									
q	Arrangements for revision and private study	<p>The student-learning load for the module will be 200 hours.</p> <p>There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.</p>								
r	Methods of assessment	(All methods of assessment must be attempted in-order to successfully complete this module.)								

		Presentation – 15 Minutes Essay – 3000 words
s	Methods of reassessment (if different to r)	5000 word written assignment
t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	A variety of ethical challenges may arise in the context of audience i.e. representation of groups or the appropriateness of content to target audiences.

u Programme – module learning outcomes – assessment mapping [desirable]				
Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
A2, A4, A5, A9, B1, B2, B3, B4, B5, B6, B7, C1, D1, D4, D5, D6	1,3	15 Minute Presentation (40%)		
A2, A4, A5, A7, A9, B1, B2, B3, B4, B5, B6, B7, C1, D1, D4, D5, D6	1,2,3		Essay 3,000 words (60%)	

v	Estimated number attending module	15
w	Indicative content	
	<p>Audience What is an audience? Interpretation, dissemination, presentation, participation, consumption, segmentation and fragmentation. Media Theory - Uses and gratification theory; needs analysis and desires; product testing; critical views and concepts; psychological influences.</p> <p>Broadcast Issues Censorship and Regulation - accessibility; consumerism; targeting; personalisation; Gender, Culture and Race issues - environmental factors; fairness and accuracy; ideology and cross cultural boundaries; media manipulation. The case of Moral Panics – past and present issues of moral panics and impacts on audiences.</p> <p>Media convergence Traditional and future media technologies. Rhetoric and Media Criticism.</p>	
x	Indicative reading (please list as a bibliography)	
	<p>Booker, W. & Jermyn, D. 2003. <i>The Audience Studies Reader</i>. New York, NY: Routledge.</p> <p>Croteau, D., Hoynes, W. & Milan, S. 2011. <i>Media/Society. Industries, Images and</i></p>	

Audience. 4th Edition. London: Sage Publications.

Lind, R. 2009. *Race, Gender, Class, Media 3.0*. 3rd Edition. London: Pearson Education Ltd.

Module Specification

a	Module title	Audio for Contemporary Media Production
b	Module code (enter code or 'NEW')	AMP
c	Module Leader	Anton Reeders
d	Credits	20
e	Level	5
f	Semester	1
g	Pass/fail	N/A
h	Pre-requisites	None
i	Concurrent modules	None
j	Post-requisites	None
k	Mandatory constraints	None
l	Advisory constraints	None
m	Rationale	Audio has historically been an integral element of media, its applications becoming increasingly diverse as the media develops through the digital age. Media practitioners would be expected to have an understanding and a basic working knowledge of audio and its effects on both products and audiences including a working understanding of some industry software; irrespective of their specialist area.
n	Aims and distinctive features	In this module students will develop the necessary skills to create the audio for multimedia products. They will produce a score and capture and edit sound effects on computer as well as analysing existing professional productions to further their ability to make suitable sound effects and simple but effective pieces of music. Students will develop their knowledge of copyright and how it affects their use of audio. Students will be given the opportunity to work with the music live lounge linking audio with video and streaming live content to the Web
o	Learning outcomes	With guidance students will be able to demonstrate the following skills:

		<ol style="list-style-type: none"> 1. Demonstrate some breadth and depth of awareness and understanding of the contextual and legal issues related to the use of audio in media products. 2. Critically evaluate the use of audio within mixed media products and analyse the relationship between audio and visual images. 3. Plan and produce audio for a mixed media production meeting professional practices. 4. Evaluate own Audio production and professional performance, considering technical and aesthetic achievements and areas for improvement. 	
p	Learning and teaching strategy	Seminars/Lectures 20 Hours	Analyse a range of media products both modern and historical to develop the students' appreciation of the necessary interaction between audio and visual components
		Workshops 30 Hours	Develop, demonstrate and analyse technical skills
		Independent Work 150 Hours	Development of skills, directed reading and research.
q	Arrangements for revision and private study	<p>The student-learning load for the module will be 200 hours.</p> <p>There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with comparable software and the required hardware to achieve coursework activities, these offer open access throughout the week including evenings.</p>	
r	Methods of assessment	<p>(All methods of assessment must be attempted in-order to successfully complete this module.)</p> <p>15 Minute Podcast</p> <p>Practical Project including 1,000 word evaluative report – Overall Equivalence 3,000 words</p>	
s	Methods of reassessment (if different to r)		

t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	Intellectual property Appropriateness of content to audience
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u Programme – module learning outcomes – assessment mapping [desirable]				
Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
A1, A3, A4, A5, A9, B1, B2, B4, B5, C1, D1, D3, D5, D6	1,2	Podcast 15 Minutes 40%		
A1, A3, A4, A5, B1, B2, B4, B5, B8, C1, C2, C3, C4, C5, D1, D3, D5, D6	1,2,3,4		Practical Project including 1,000 word evaluative report – Overall Equivalence 3,000 words 60%	

v	Estimated number attending module	15
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w	Indicative content
	<p>Critical Analysis of Audio in Traditional and Contemporary Media Productions</p> <p>Relationships between Audio and Visual Material</p> <p>Concepts of Audio Production:</p> <ul style="list-style-type: none"> Repetition and Rhythm Major and Minor Tonality Characterisation Themes Diegetic and Non-Diegetic Sound Internal and External Logic Pleonastic Sound and Non-Synchronicity <p>Legal and Ethical Considerations in Audio Production</p> <p>Practical Workshops:</p> <ul style="list-style-type: none"> Audio Capture Devices and Methods Composition Sound Effects Editing Sound and Vision

x	Indicative reading (please list as a bibliography)
	<p>Ament, V. 2009. The Foley Grail : The Art of Performing Sound for Film, Games, and Animation illustrated edition. Oxford: Elsevier.</p> <p>Beauchamp, R. 2005. Designing Sound for Animation. Oxford: Elsevier.</p> <p>Rose, J. 2008. Producing Great Sound For Film and Video. Oxford: Elsevier Inc.</p>

Module Specification

a	Module title	Interactive Media Design and Production
b	Module code (enter code or 'NEW')	IMDP
c	Module Leader	Adam Corkett
d	Credits	20
e	Level	5
f	Semester	2
g	Pass/fail	N/A
h	Pre-requisites	Digital Design for Contemporary Media Production
i	Concurrent modules	None
j	Post-requisites	None
k	Mandatory constraints	Web Based Games Design and Production due to similarity in content.
l	Advisory constraints	None
m	Rationale	Interactive Media has emerged as a prominent area of growth for more traditional media organisations; it is no-longer enough to exist as a one dimensional model, therefore an understanding of the associated technologies and principles are relevant to all practitioners broadly across disciplines is essential to future professionals who will work in a multiplatform workplace.
n	Aims and distinctive features	<p>This module aims to equip students with a practical understanding of the design, project management and production for interactive media. It will introduce principles of navigational structures, information architecture, developing user interfaces, and using authoring software to build content and interaction. Content generation is an important aspect of multimedia production and students will gain experience in producing the whole range of media content, including animation, sound, video, text and imagery.</p> <p>Live assignments will give the students opportunity to produce a portfolio of evidence</p>

		for prospective employers								
o	Learning outcomes	<p>With guidance students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Demonstrate some breadth and depth of awareness and understanding of the fundamental interaction design principles and production processes conventionally employed to benefit of UX (user experience). 2. Investigate and evaluate the design and application of interactivity within a range of selected media productions; engaging with key theories and principals exploring issues of interaction design. 3. Originate and test an interactive media production incorporating a range of content, working to professional expectations and meeting legislative guidelines. 4. Analyse user testing results in terms of user experience. 								
p	Learning and teaching strategy	<table border="1"> <thead> <tr> <th>Learning and Teaching Component</th> <th>Overall Objectives</th> </tr> </thead> <tbody> <tr> <td>Seminars/Lectures 14 Hours</td> <td>Stimulate thought, discussion and debate to encourage further reading and research in order to increase students' personal knowledge and understanding of interaction design principles. Develop and embed knowledge and understanding. Develop presentation and communication skills</td> </tr> <tr> <td>Workshops 36 Hours</td> <td>Development of software skills and techniques through demonstration, presentation and practical 'hands-on' sessions.</td> </tr> <tr> <td>Independent Work 150 Hours</td> <td>Development of skills, directed reading and research.</td> </tr> </tbody> </table>	Learning and Teaching Component	Overall Objectives	Seminars/Lectures 14 Hours	Stimulate thought, discussion and debate to encourage further reading and research in order to increase students' personal knowledge and understanding of interaction design principles. Develop and embed knowledge and understanding. Develop presentation and communication skills	Workshops 36 Hours	Development of software skills and techniques through demonstration, presentation and practical 'hands-on' sessions.	Independent Work 150 Hours	Development of skills, directed reading and research.
		Learning and Teaching Component	Overall Objectives							
		Seminars/Lectures 14 Hours	Stimulate thought, discussion and debate to encourage further reading and research in order to increase students' personal knowledge and understanding of interaction design principles. Develop and embed knowledge and understanding. Develop presentation and communication skills							
Workshops 36 Hours	Development of software skills and techniques through demonstration, presentation and practical 'hands-on' sessions.									
Independent Work 150 Hours	Development of skills, directed reading and research.									
q	Arrangements for revision and private study	The student-learning load for the module will be 200 hours.								

		There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.
r	Methods of assessment	(All methods of assessment must be attempted in-order to successfully complete this module.) Critical Report – 1500 Words Practical Project inc. 750 word User Test Report – 3000 Word Overall Equivalency
s	Methods of reassessment (if different to r)	
t	Identify any ethical issues that relate to this module’s teaching and assessment (supporting material may be monitored from time to time)	Intellectual Property and Originality A variety of ethical challenges may arise due to the needs of clients in practical assignments in the context of audience i.e. representation of groups or the appropriateness of content to target audiences.

u Programme – module learning outcomes – assessment mapping [desirable]				
Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
A1, A3, A4, A5, A7, A8, B1, B2, B4, B6, B7, D1, D3, D5, D6	1, 2	Critical Report 30%		N/A
A1, A3, A4, A5, A7, A8, B1, B2, B8, C1, C2, C3, C5, D1, D3, D4, D5, D6	1, 2, 3, 4		Practical Project inc. 750 word User Test Report – 3000 Word Overall Equivalency 70%	N/A

v	Estimated number attending module	8
w	Indicative content	
Platforms and Applications of Interactive Media The Mobile Revolution Conventions of Interaction Design Usability and Accessibility Ethical Practice Digital Design and Typography Business Models and Monetising Productions in Interactive Media Publishing and Distribution Practical Workshops		

Authoring Tools
Media Optimisation and File Types
Scripting and Mark-up: ActionScript, JavaScript, PHP, HTML 5, CSS

x Indicative reading (please list as a bibliography)

Colborne, G. 2011. *Simple and Usable Web, Mobile and Interaction Design*. Berkley, CA: New Riders.

Krug, S. 2006. *Don't Make Me Think! : A Common Sense Approach to Web Usability*. 2nd Edition. Berkeley, CA: New Riders.

Nielsen, J. & Budiu, R. 2013. *Mobile Usability*. Berkley, CA: New Riders.

Salmond, M. & Ambrose, G. 2013. *The Fundamentals of Interactive Design*. London: AVA Publishing

Module Specification

a	Module title	Web Based Game Design and Production
b	Module code (enter code or 'NEW')	WGDP
c	Module Leader	Adam Corkett
d	Credits	20
e	Level	5
f	Semester	2
g	Pass/fail	N/A
h	Pre-requisites	Video Game Art and Design
i	Concurrent modules	None
j	Post-requisites	None
k	Mandatory constraints	Interactive Media Design and Production due to similarity in content.
l	Advisory constraints	None
m	Rationale	<p>Candidates wishing to specialise in Video Game Design / Production should have experience of working on a project from concept to production and deployment. Web Based Games provide the opportunity to work individually or in small teams to feasibly produce and distribute a working outcome.</p> <p>Technologies including the Adobe Air Platform, JavaScript, HTML 5, XCode for iOS and the Android SDK (based on Java) provide a range of potential opportunities, learning experiences and workplaces for those interested in the development of video games; those interested in the design will benefit from a broader understanding of the production process.</p>
n	Aims and distinctive features	<p>This module aims to equip students with a practical understanding of the design, project management, production and deployment of web based games. It will introduce principles of navigational structures, information architecture, developing user interfaces, and using authoring software to build content and interaction. Content generation is an important aspect of multimedia production and students will</p>

		<p>continue to develop skills in producing the whole range of media content, including animation, sound, video, text and imagery.</p> <p>Work from this module will be presented as part of the colleges provision at BAFF</p>						
o	Learning outcomes	<p>With guidance students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Demonstrate some breadth and depth of awareness and understanding of web and mobile game technologies, interaction design principles and production processes to the benefit of UX (user experience). 2. Investigate and evaluate the design and application of interactivity within a range of selected video game productions; engaging with key theories and principals exploring issues of interaction design 3. Originate and test a web video game production incorporating a range of content, working to professional expectations and meeting legislative guidelines. 4. Analyse user testing results in terms of usability and gameplay. 						
p	Learning and teaching strategy	<table border="1"> <tr> <td>Seminars/Lectures 10 Hours</td> <td>Stimulate thought, discussion and debate to encourage further reading and research in order to increase students' personal knowledge and understanding of interaction design principles. Develop and embed knowledge and understanding. Develop presentation and communication skills</td> </tr> <tr> <td>Workshops 40 Hours</td> <td>Development of software skills and techniques through demonstration, presentation and practical 'hands-on' sessions.</td> </tr> <tr> <td>Independent Work 150 Hours</td> <td>Development of skills, directed reading and research.</td> </tr> </table>	Seminars/Lectures 10 Hours	Stimulate thought, discussion and debate to encourage further reading and research in order to increase students' personal knowledge and understanding of interaction design principles. Develop and embed knowledge and understanding. Develop presentation and communication skills	Workshops 40 Hours	Development of software skills and techniques through demonstration, presentation and practical 'hands-on' sessions.	Independent Work 150 Hours	Development of skills, directed reading and research.
Seminars/Lectures 10 Hours	Stimulate thought, discussion and debate to encourage further reading and research in order to increase students' personal knowledge and understanding of interaction design principles. Develop and embed knowledge and understanding. Develop presentation and communication skills							
Workshops 40 Hours	Development of software skills and techniques through demonstration, presentation and practical 'hands-on' sessions.							
Independent Work 150 Hours	Development of skills, directed reading and research.							
q	Arrangements for revision and private study	<p>The student-learning load for the module will be 200 hours.</p> <p>There will be 15 hours access per week to subject</p>						

		specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.
r	Methods of assessment	(All methods of assessment must be attempted in-order to successfully complete this module.) Essay – 1500 Words Practical Project inc. 750 word User Test Report – 3000 Word Overall Equivalency
s	Methods of reassessment (if different to r)	
t	Identify any ethical issues that relate to this module’s teaching and assessment (supporting material may be monitored from time to time)	Intellectual Property and Originality A variety of ethical challenges may arise due to the needs of clients in practical assignments in the context of audience i.e. representation of groups or the appropriateness of content to target audiences.

u	Programme – module learning outcomes – assessment mapping [desirable]				
	Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
	A1, A3, A4, A5, A7, A8, B1, B2, B4, B6, B7, D1, D3, D5, D6	1,2	Essay – 1500 Words 30%		
	A1, A3, A4, A5, A7, A8, B1, B2, B8, C1, C2, C3, C5, D1, D3, D4, D5, D6	3,4		Practical Project inc. 750 word User Test Report – 3000 Word Overall Equivalency 70%	

v	Estimated number attending module	8
w	Indicative content	
	Web Based and Mobile Video Game Platforms HTML 5 / JavaScript iOS and Android 3 rd Party Multiplatform – Adobe Air The Mobile Revolution Conventions of Interaction Design Usability and Accessibility Ethical Practice Business Models and Monetising Productions in Web Based Games Production Practical Workshops Introduction to OOP Authoring Tools	

Scripting Languages Common Games Principles (Game Math and Physics)	
x	Indicative reading (please list as a bibliography)
	<p>Nielsen, J. & Budiu, R. 2013. <i>Mobile Usability</i>. Berkley, CA: New Riders.</p> <p>Rosenzweig, G. 2011. <i>ActionScript 3.0 Game Programming University</i>. 2nd Edition. Indianapolis: Que Publishing.</p> <p>Salmond, M. & Ambrose, G. 2013. <i>The Fundamentals of Interactive Design</i>. London: AVA Publishing</p>

Module Specification

a	Module title	Motion Graphics for Contemporary Media
b	Module code (enter code or 'NEW')	MGCM
c	Module Leader	John Guy
d	Credits	20
e	Level	5
f	Semester	2
g	Pass/fail	N/A
h	Pre-requisites	Digital Video Production, Animation Principles and Techniques
i	Concurrent modules	None
j	Post-requisites	None
k	Mandatory constraints	None
l	Advisory constraints	None
m	Rationale	Motion Graphics is an integral part of advertising, film credits, art installations and promotional material used by marketing agencies all over the world to sell a product, an idea or a philosophy using either 2D and more increasingly 3D techniques; the associated practical skills can lead graduates to a wide range of career opportunities within the creative sectors.
n	Aims and distinctive features	The aim of this module is to introduce motion graphics, both 2D and 3D, as a way of conveying a story through the movement of images; developing the required skills that will eventually lead the student to explore at greater depth 3D production and animation techniques or visual effects production. Students will be given the opportunity to produce motion graphics for live events
o	Learning outcomes	With guidance students will be able to demonstrate the following skills: 1. Examine, explore and analyse the potential of a range of uses of Motion Graphics, the techniques and principles employed (pipeline) to create suitable effective Motion

		<p>Graphics sequences.</p> <ol style="list-style-type: none"> 2. Plan a Motion Graphics sequence applying understanding of techniques, principals and client requirements e.g. considering target audience. 3. Produce a Motion Graphics sequence employing planned intentions effectively following professional practices. 4. Evaluate own Motion Graphics sequences and professional performance, considering technical and aesthetic achievements and areas for improvement. 						
p	Learning and teaching strategy	<table border="1"> <tr> <td>Seminars/Lectures 14 Hours</td> <td>Exploration of principals and techniques, professional practices and critiques of professional examples.</td> </tr> <tr> <td>Workshops 36 Hours</td> <td>Development of practical skills and processes within a controlled environment.</td> </tr> <tr> <td>Independent Study 150 Hours</td> <td>Background reading, generate and develop ideas , practical skills development</td> </tr> </table>	Seminars/Lectures 14 Hours	Exploration of principals and techniques, professional practices and critiques of professional examples.	Workshops 36 Hours	Development of practical skills and processes within a controlled environment.	Independent Study 150 Hours	Background reading, generate and develop ideas , practical skills development
Seminars/Lectures 14 Hours	Exploration of principals and techniques, professional practices and critiques of professional examples.							
Workshops 36 Hours	Development of practical skills and processes within a controlled environment.							
Independent Study 150 Hours	Background reading, generate and develop ideas , practical skills development							
q	Arrangements for revision and private study	<p>The student-learning load for the module will be 200 hours.</p> <p>There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.</p>						
r	Methods of assessment	<p>(All methods of assessment must be attempted in-order to successfully complete this module.)</p> <p>Essay 1500 Words Practical Project including Planning Documentation and 1,000 word reflective report. (3,500 Word Overall Equivalence).</p>						
s	Methods of reassessment (if different to r)							
t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	<p>Representation Appropriateness of Content to Target Audience Intellectual Property</p>						

u Programme – module learning outcomes – assessment mapping [desirable]				
Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
A1, A3, A4, A8, B1, B2, B4, D1, D3, D5, D6	1	Essay 1500 Words 30%		
A1, A3, A4, B1, B2, B8, C1, C2, C3, C5, D1, D3, D5, D4, D6	2,3,4		Practical Project including Planning Documentation and 1,000 word reflective report. 70% (3,500 Words Overall Equivalent)	

v	Estimated number attending module	8
w	Indicative content	
	<p>Historical and contemporary applications and uses of Motion Graphics</p> <p>Principles of animation, principles of 3D and software environments</p> <p>Modelling</p> <p>Texturing & lighting</p> <p>Camera settings animation</p> <p>Rendering</p> <p>Compositing</p>	
x	Indicative reading (please list as a bibliography)	
	<p>Byrne, B. 2012. 3D Motion Graphics for 2D Artists: Conquering the Third Dimension. Oxford: Focal Press.</p> <p>Dopress. 2012. Moving Graphics: New Directions in Motion Design. Barcelona: Promopress.</p> <p>Meyer, C. & Meyer, T. 2007. Creating Motion Graphics with After Effects: Essential and Advanced Techniques. Oxford: Focal Press Ltd.</p>	

Module Specification

a	Module title	Independent Study
b	Module code (enter code or 'NEW')	IS
c	Module Leader	Harvinder Kaur / Adam Corkett
d	Credits	40
e	Level	6
f	Semester	Long-Thin
g	Pass/fail	N/A
h	Pre-requisites	Decoding the Digital Society, Audience
i	Concurrent modules	Professional Production
j	Post-requisites	Live Conference and Exhibition
k	Mandatory constraints	None
l	Advisory constraints	None
m	Rationale	<p>The independent study will offer students the opportunity to research a topic of interest that directly relates to their creative practices and preferred career directions. In this way the topic chosen should be relevant and novel and challenge and extend any existing interests. The skills that students will learn and apply will enable them to accrue a skill set and a level of dedication that will be immanently transferable into a professional context. It is also shows the extent to which a student can function as an independent learner and scholar.</p> <p>Research skills and the concomitant skills of effective communication are needs in any burgeoning commercial market, whether this is through design led innovation, or sustaining and developing existing media artefacts.</p>
n	Aims and distinctive features	<p>The aims of this module therefore are to provide students with the opportunity to select and apply appropriate research methods and methodologies, to a sustained inquiry, which will enable them to communicate and present a research project in a written dissertation.</p>

		<p>The distinctive features of the module are:</p> <ol style="list-style-type: none"> 1. It will complement the direction of a student's creative interests and therefore contextualise this into a research and communication exercise to form a link between research and practice led initiatives. 2. Provide students with the opportunity to engage in a student research conference and present their individual research proposal to their peers, therefore informing the programme further as a whole. 3. The content of the Independent Study will vary according to the individual interests of the student but will fall within the parameters of the course
o	Learning outcomes	<p>With some guidance students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Identify an issue of significance and currency, developing a plan for a sustained enquiry prescribing key factors with consideration for existing theories, ethical considerations and potential societal and commercial impact of study. 2. Apply research methods and theoretical approaches relevant to research in the area of contemporary media studies. 3. Demonstrate depth of understanding of a range of contextual issues of significance at the forefront of contemporary media studies, underpinning the specifically identified topic of study. 4. Consult, evaluate and reference range of partially-prescribed sources in line with standard conventions. 5. Coherently collate, critically evaluate and make and justify links between appropriate literature and factors of identified issues; integrating reference to literature effectively to devise and sustain own ideas and arguments. 6. Propose, test and draw conclusions upon own developed theories to complex conditions in existing and new contexts; identifying and considering variables and controls within plans.

		<p>7. Convey proposals, arguments and theories effectively in with accurate and appropriate language clearly, demonstrating command of grammar, style and subject specific terminology.</p> <p>8. Present theories and arguments to an audience of peers, scholars and practitioners with originality and flair.</p>	
p	Learning and teaching strategy	<p>Supervision / One to one tutorials 30 Hours</p>	<p>Development of lines of enquiry, sign-posting theories critical analysis</p>
		<p>Peer Discussion 5 Hours</p>	<p>Critical analysis and cross-pollination of ideas and arguments.</p>
		<p>Independent Study 365 Hours</p>	<p>Background Reading, Proposal Writing, Developing Ideas and Arguments, Proof-Reading, Testing Theories, Consulting Feedback</p>
q	Arrangements for revision and private study	<p>The student-learning load for the module will be 600 hours.</p> <p>There will be 15 hours access per week to subject specific private study facilities; additionally the college provides open access study facilities in the shape of learning resource centres and the success centres.</p> <p>Supervisors will operate an open door policy, but frequently contact will be made via email and online conferencing facilities – outside of tutorial availability.</p>	
r	Methods of assessment	<p>(All methods of assessment must be attempted in-order to successfully complete this module.)</p> <p>Proposal 1,500 Words Dissertation 8,000 Words Presentation 15 Minutes</p>	
s	Methods of reassessment (if different to r)		
t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	<p>Consistency of standards of supervision.</p> <p>A wide range of ethical issues are likely to be discussed as part of this module, primary research is the most likely and will be addressed within the proposal stage when ethical approval will need to be sought within that assessment.</p>	

u Programme – module learning outcomes – assessment mapping [desirable]				
Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
A2, A7, A9, B1, B4, B5, B6, C1, D1, D5	1,6	Proposal 1,500 Words 10%		
A2, A5, A7, A9, B1, B2, B3, B4, B5, B6, B7, C1, D1, D4, D5, D6	1,2,3,4,5,6		Dissertation 8,000 Words 70%	
A2, A5, A7, A9, B1, B2, B3, B4, B5, C1, D1, D4, D5	7,8			15 Minute Presentation 20%

v	Estimated number attending module	15
w	Indicative content	
	Planning and Monitoring Research Devising Appropriate Questioning Developing Informed Arguments Identifying Related and Appropriate Reading Evaluation of Sources Ethical Considerations and Approvals Peer Seminar Discussions Devising Tests for Theories	
x	Indicative reading (please list as a bibliography)	
	Indicative reading will be negotiated between supervisor and student. Recommended Reading: Blaxter, L., Hughes, C. and Tight, M. 2010. <i>How to Research</i> . Maidenhead: Open University Press. Bryman, A. 2012. <i>Social Research Methods</i> . 4th ed. Oxford: Oxford University Press. Cottrell, S. 2013. <i>The Study Skills Handbook</i> . 4th ed. Basingstoke: Palgrave Macmillan. Priest, S.H. 2010. <i>Doing Media Research: An Introduction</i> . 2nd ed. London: Sage.	

Module Specification

a	Module title	Professional Production
b	Module code (enter code or 'NEW')	PP
c	Module Leader	Adam Corkett
d	Credits	20
e	Level	6
f	Semester	Long-Thin
g	Pass/fail	N/A
h	Pre-requisites	Professional Development, Work Based Practice, Audience
i	Concurrent modules	Independent Study
j	Post-requisites	None
k	Mandatory constraints	None
l	Advisory constraints	None
m	Rationale	The complexity of media means that individually managing a project from concept through to completion requires careful and systematic planning, in addition to a high level of design and technical skill; working on a sustained practical long-study provides invaluable experience for graduates and tangible evidence for potential employers.
n	Aims and distinctive features	Learners will demonstrate their ability to develop a critical understanding of their work in an industrial context, by producing a professional piece of work that demonstrates their technical, creative and academic skills, through a negotiated structured and comprehensive project that is either a live project or a competition assignment. The final outcome will form the basis of the practical exhibits at the final year conference and exhibition.
o	Learning outcomes	With some guidance students will be able to demonstrate the following skills: 1. Demonstrate breadth and depth of

		<p>awareness and depth of understanding of professional practices, business models and / or organisational structures and project management techniques in the context of working with a client or employer.</p> <p>2. Demonstrate a breadth of understanding the relevant technical constraints and audience requirements when planning a media production.</p> <p>3. Produce a fully operational product to a professional standard that meets the client's needs.</p> <p>4. Critically evaluate own professional performance and outcomes, applying knowledge and understanding of professional practices and project management techniques.</p>	
p	Learning and teaching strategy	Supervision 20 Hours	Supporting development of practical operational and critical skills. To stimulate thought and practical exploration of concept methodologies and principles. Developing further analytical and technical appreciation.
		Directed Study (Workshops) 30 Hours	Consolidation of practical skills and processes through attendance of chosen practical workshops relevant to practical project.
		Visiting Lecturers / Clients 5 Hours	Introduction of client / competition briefs, presenting experiences and examples of work, provide feedback on ideas and responses.
		Independent Study 145 Hours	Generate and develop professional concepts and ideas to fit within a given negotiated brief
q	Arrangements for revision and private study	The student-learning load for the module will be 200 hours.	

		There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.
r	Methods of assessment	(All methods of assessment must be attempted in-order to successfully complete this module.) Practical Project including planning and project management documentation (3,500 Word Equivalent) Written Evaluation 2,500 Words
s	Methods of reassessment (if different to r)	
t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	A variety of ethical challenges may arise in the context of audience i.e. representation of groups or the appropriateness of content to target audiences. Particular attention to the use of image in relation to copyright and intellectual property both in teaching and assessment

u Programme – module learning outcomes – assessment mapping [desirable]				
Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
A1, A3, A4, A5, A6, A7, A9, B1, B2, C1, C2, C3, C4, C5, D1, D2, D3, D5, D6	1,2,3	Practical Project including planning and project management documentation (3,500 Word Equivalent) 70%		
A1, A3, A4, A5, A6, A7, A8, A9, B1, B2, B4, B5, B6, B8, D1, D2, D3, D4, D6	1,4		Written Evaluation 2,500 Words 30%	

v	Estimated number attending module	15
w	Indicative content	
	Client Visits / Visiting Lecturers (Experience of Workplace and Presentation of Briefs) Negotiation of Contracts and Client Contact Research Skills for Professional Production Ethical Considerations	

Project Management Techniques
Health and Safety

Practical Workshops (Chosen if required)

This module will be largely self-guided, with supervision; students will have access to any practical workshops from within the programme as well as being able to negotiate practical tuition with tutors more broadly across arts, design and music specialisms within the college.

x Indicative reading (please list as a bibliography)

Reading will be prescribed on individual needs basis and will be negotiated between the supervisor and student.

Recommended Reading:

Burn, A. 2009. *Making new media : creative production and digital literacies*. New York:

Peter Lang Publishing Inc.

Roberts-Breslin, J. 2003. *Making media : foundations of sound and image production*

Oxford: Focal Press

Stradling, L. 2010. *Production management for TV and film : the professional's guide*

Oxford: Berghahn Books

Module Specification

a	Module title	3D Visual Effects for Contemporary Media
b	Module code (enter code or 'NEW')	3DVFX
c	Module Leader	John Guy
d	Credits	20
e	Level	6
f	Semester	1
g	Pass/fail	N/A
h	Pre-requisites	Digital Video Production, Motion Graphics for Contemporary Media
i	Concurrent modules	None
j	Post-requisites	None
k	Mandatory constraints	3D Modelling and Animation due to similarity in content.
l	Advisory constraints	None
m	Rationale	VFX art is no longer the post production phase of a mainstream blockbuster film, but now is essential component of film production, and increasingly essential in other digital disciplines, broadening the size of the VFX artist's canvas into advertising, games intros, television programmes and short films. The industry has many opportunities for creative expression
n	Aims and distinctive features	<p>This module aims to develop skills in filming live action footage and creating 3D elements suitable to composite into live action footage through the technique of 3D motion tracking to create a believable composite.</p> <p>This VFX module is distinctive in it focus on the technique of 3D motion tracking and creating and compositing 3D elements. This will be an excellent visual project to present at a live conference and or exhibit</p>
o	Learning outcomes	<p>With some guidance students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Examine, explore and analyse the potential of a range of uses of 3DVFX, the

		<p>techniques and principles employed (pipeline) to create believable composites</p> <ol style="list-style-type: none"> Plan a composite of a 3D model, with animated elements, into live action footage Produce an original composite incorporating 3D models and footage (film / animation) elements applying effectively planning. Produce a reflective evaluation of the practical outcomes and employment of professional practices, including critical analysis of application of pipeline.
p	Learning and teaching strategy	<p>Seminars/Lectures 14 Hours</p> <p>Exploration of principals and techniques, professional practices and critiques of professional examples.</p>
		<p>Workshops 36 Hours</p> <p>Development of practical skills and processes within a controlled environment.</p>
		<p>Independent Study 150 Hours</p> <p>Background reading, generate and develop ideas , practical skills development</p>
q	Arrangements for revision and private study	
r	Methods of assessment	<p>(All methods of assessment must be attempted in-order to successfully complete this module.)</p> <p>There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.</p>
s	Methods of reassessment (if different to r)	<p>Written essay of 1,500 words</p> <p>A practical project including planning documentation with 1,000 word reflective report (3,500 Word Equivalent Overall)</p>
t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	3DVFX imagery may contain violent or destructive imagery and must be monitored for fitness for purpose against the intended target audience

u Programme – module learning outcomes – assessment mapping [desirable]				
Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
A1, A3, A8, B1, C1, D1, D3, D5, D6	1	Written essay of 1,500 words on the uses of 3DVFX 30%		
A1, A3, A5, A8, B1, B2, B8, C1, C2, C3, C5, D1, D3, D5, D6	2,3,4		A practical project including planning documentation with 1,000 word reflective report (3,500 Word Equivalent Overall) 70%	

v	Estimated number attending module	8
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w	Indicative content
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Historical and contemporary applications and uses of VFX
Principles of 3D, 3D motion tracking and software environments
Basic principles of filming
Planning a match-move shot
Modelling
Texturing
Lighting
Rendering
Compositing

x	Indicative reading (please list as a bibliography)
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Dobbert, T. 2005. *Matchmoving: The Invisible Art of Camera Tracking*. Indianapolis: John Wiley & Sons.

Okun, J. 2010. *The VES Handbook of Visual Effects: Industry Standard VFX Practices and Procedures*. Oxford: Focal Press.

Sawicki, M. 2011. *Filming the Fantastic: A Guide to Visual Effects Cinematography*. 2nd Edition. Oxford: Focal Press.

Wright, S. 2011. *Compositing Visual Effects: Essentials for the Aspiring Artist*. 2nd edition.

Oxford: Focal Press.

Module Specification

a	Module title	3D Pre-Visualisation
b	Module code (enter code or 'NEW')	3DPV
c	Module Leader	John Guy
d	Credits	20
e	Level	6
f	Semester	1
g	Pass/fail	N/A
h	Pre-requisites	Motion Graphics for Contemporary Media
i	Concurrent modules	None
j	Post-requisites	None
k	Mandatory constraints	Visual Effects for Contemporary Media due to similarity in content.
l	Advisory constraints	None
m	Rationale	<p>Three Dimensional (3D) graphics are integral to our culture; the media are now saturated with 3D from complex video games to title sequences in television programmes. Images and sequences generated using three dimensional techniques are utilised throughout the creative sectors in both commercial and artistic contexts; frequently feature length films and video games are compiled of large proportions of 3D content, in some cases entirely.</p> <p>The saturation of 3D across media productions highlights a need for understanding broadly across practitioners within the creative industries; particularly those who are likely to be involved in production or post-production roles, therefore encountering 3D outputs on a frequent basis.</p>
n	Aims and distinctive features	This Module aims to enable students to visualise and design in 3D space and give them working knowledge of the relevant computer software, identify 3D graphic artists, styles and techniques,

		and analyse 3D outputs in various formats; this will provide fundamental knowledge of the principles of 3D Modelling and Animation enabling the planning and production of an effective 3D animated outcome. This also has links with 'Motion Graphics / Visual Effects' and will expand on the animation skills acquired within that module. Students will be encouraged to use live competitions to inform and target their assignment work and final products										
o	Learning outcomes	<p>With some guidance students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Demonstrate breadth and depth of awareness of the capabilities and limitations of 3D software. 2. Critically analyse examples of commercial 3D models considering both technical and aesthetic qualities. 3. Design, model and animate an original 3D scene. 4. Critically reflect upon and compare the final outcome to professional examples applying knowledge of capabilities and limitations of 3D Software. 										
p	Learning and teaching strategy	<table border="1"> <thead> <tr> <th>Learning and Teaching Component</th> <th>Overall Objectives</th> </tr> </thead> <tbody> <tr> <td>One to One Tutorials 5</td> <td>Individual support and tuition</td> </tr> <tr> <td>Seminars 12</td> <td>exploration of social, historical and cultural issues</td> </tr> <tr> <td>Studio based workshop 38</td> <td>Develop, demonstrate and analyse technical skills</td> </tr> <tr> <td>Independent learning 145</td> <td>Development of skills, directed reading and research.</td> </tr> </tbody> </table>	Learning and Teaching Component	Overall Objectives	One to One Tutorials 5	Individual support and tuition	Seminars 12	exploration of social, historical and cultural issues	Studio based workshop 38	Develop, demonstrate and analyse technical skills	Independent learning 145	Development of skills, directed reading and research.
		Learning and Teaching Component	Overall Objectives									
		One to One Tutorials 5	Individual support and tuition									
		Seminars 12	exploration of social, historical and cultural issues									
		Studio based workshop 38	Develop, demonstrate and analyse technical skills									
Independent learning 145	Development of skills, directed reading and research.											
q	Arrangements for revision and private study	<p>The student-learning load for the module will be 200 hours.</p> <p>There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.</p>										
r	Methods of assessment	<p>(All methods of assessment must be attempted in-order to successfully complete this module.)</p> <p>1,500 word critical report 30%</p>										

		Practical Project with Planning Documentation and 1000 Word Reflective Report 70% - 3500 overall word equivalence.
s	Methods of reassessment (if different to r)	
t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	A variety of ethical challenges may arise in the context of audience i.e. representation of groups or the appropriateness of content to target audiences.

u Programme – module learning outcomes – assessment mapping [desirable]				
Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
A1, A3, A8, B1, C1, D1, D3, D5, D6	1,2	1,500 word critical report 30%		
A1, A3, A8, B1, B2, B8, C1, C2, C3, C5, D1, D3, D5, D6	1,3,4		Practical Project with Planning Documentation and 1000 Word Reflective Report 70% - 3500 overall word equivalence.	

v	Estimated number attending module	15
w	Indicative content	
	<p>An Introduction To Three Dimensional Media – Techniques and Applications Technical Considerations and Constraints of 3D Development Outputs and Optimisation Analysis of Professional 3D Examples Practical Workshops</p> <ul style="list-style-type: none"> Planning Techniques and Considerations Introduction to Modelling Advanced Modelling Techniques Textures Lighting Cameras and Animation 	
x	Indicative reading (please list as a bibliography)	
	<p>Cusson, R. 2009. <i>Realistic Architectural Visualization with 3ds Max and mental ray</i>. 2nd Edition. Oxford: Focal Press.</p> <p>Derakhshani, D. 2012. <i>Autodesk 3ds Max 2013 Essentials</i>. Indianapolis: John Wiley & Sons.</p>	

Harper, J. 2012. *Mastering Autodesk 3ds Max 2013*. Indianapolis: John Wiley & Sons.

Module Specification

a	Module title	Live Conference and Exhibition
b	Module code (enter code or 'NEW')	LCE
c	Module Leader	Adam Corkett
d	Credits	20
e	Level	6
f	Semester	2
g	Pass/fail	N/A
h	Pre-requisites	Work Based Practice
i	Concurrent modules	Independent Study
j	Post-requisites	None
k	Mandatory constraints	None
l	Advisory constraints	None
m	Rationale	<p>Live events such as conferences and exhibitions provide valuable experiences for graduates and platforms from which to promote their skills and work; a final show with magnitude and validity can be crucial contributors to future success and prospects.</p> <p>A student oriented conference provides not only a platform for students to transmit their ideas, but also to inform peers on earlier programme levels and therefore the programme itself with research on a continual basis.</p>
n	Aims and distinctive features	<p>This module aims to provide a platform not only for the presentation of dissertation papers and exhibit practical work at the end of the programme, it aims to provide students with a large scale event management and marketing project; students will be expected to devise concepts, arrange venues, plan and implement the event.</p> <p>This final project will provide graduates with the ownership of their final show and conference.</p>
o	Learning outcomes	With some guidance students will be able to demonstrate the following skills:

		<ol style="list-style-type: none"> 1. Contribute effectively to a group project leading to a successfully organised and marketed public conference and exhibition; displaying project management skills, exercising initiative and working to professional practices and within legal guidelines. 2. Select and utilise formats and styles to communicate effectively and cohesively, meeting professional expectations with team members, clients and/or companies and audiences. 3. Analyse the similarities, differences and barriers in the contributions of a range of roles within an event management project. 4. Evaluate own contribution to a group project identifying objectives, responsibilities and strategies adopted; responding to peer feedback. 	
p	Learning and teaching strategy	Lectures / Seminars 10 Hours	Stimulate thought, discussion and debate to encourage further reading and research in order to increase students' personal knowledge and understanding.
		Group Work 45 Hours	To gain practical experience in a work/professional environment. Work with and in support of others. Contribute to the completion of a project.
		Independent Study 140 Hours	Reading / Research, Practical Production and Evaluation
		Supervision 5 Hours	Individual / Group support and tuition
q	Arrangements for revision and private study	<p>The student-learning load for the module will be 200 hours.</p> <p>There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.</p>	

r	Methods of assessment	(All methods of assessment must be attempted in-order to successfully complete this module.) Group Project 70% 3500 Word Equivalent including all planning and monitoring documentation. 1500 Word Reflective Report 30%
s	Methods of reassessment (if different to r)	
t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	A variety of ethical challenges may arise due to the needs in practical assignments in the context of audience i.e. representation of groups or the appropriateness of content to target audiences; primary research may be consulted as part of any reflective report. Ethical issues may arise in the assessment of group contributions and professional effectiveness; additionally peer feedback could also provide areas for consideration.

u Programme – module learning outcomes – assessment mapping [desirable]				
Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
A1, A3, A4, A5, A9, B1, B2, C1, C2, C4, C5, D1, D2, D3, D5, D6	1,2	Conference / Exhibition Group Project 70% 3500 Word Equivalent		
A1, A3, A4, A5, A6, A9, B1, B2, B3, B4, B5, B8, C1, D1, D2, D3, D4, D5, D6	1,2,3,4		1500 Word Reflective Report 30%	

v	Estimated number attending module	15
w	Indicative content	
<p>Event Planning and Ideas Generation Team Work and Project Management Strategies Contingency Planning Identifying Roles and Agreeing Responsibilities Contractual Obligations Organising Venues & Health and Safety Considerations Financial Considerations Legal and Ethical Considerations Technical Constraints Marketing Strategies</p>		

x	Indicative reading (please list as a bibliography)
	Shone, A. & Parry, B. 2013. Successful Event Management: A Practical Handbook. 4 th Edition. London: Cengage Learning

Module Specification

a	Module title	Web Based Portfolio
b	Module code (enter code or 'NEW')	WBPF
c	Module Leader	Adam Corkett
d	Credits	20
e	Level	6
f	Semester	2
g	Pass/fail	N/A
h	Pre-requisites	None
i	Concurrent modules	None
j	Post-requisites	None
k	Mandatory constraints	None
l	Advisory constraints	None
m	Rationale	From concept artists through to web developers, a commonality across the diverse range of roles which cannot be overlooked in today's employment marketplace is the need for a web presence; employers, employees and clients alike are all keen to research each other and establish credibility. In today's world you might be considered only as good as your last project and this is why it is essential to possess the skills to continually promote yourself.
n	Aims and distinctive features	<p>This module not only aims to provide students with the skills to design, develop and produce a web-based portfolio, it also aims to illustrate the broader needs and techniques of self-promotion in the context of web-based media.</p> <p>Students will investigate existing professional examples and discuss the technical constraints and audience needs of production and consumption of web-based portfolios.</p> <p>Students will be provided with their own web space to build their portfolios within, allowing</p>

		them to gain a deeper understanding of deploying web based media.	
o	Learning outcomes	<p>With some guidance students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Demonstrate breadth and depth of awareness of and understanding of a range of design principals, techniques and constraints related to web-based portfolio production. 2. Critically evaluate existing professional examples of web-based portfolios applying knowledge of technical and design qualities. 3. Produce a web-based portfolio applying understanding of related technologies considering technical constraints and audience needs. 4. Critically evaluate production considering client requirements, technical constraints and audience needs. 	
p	Learning and teaching strategy	Learning and Teaching Component	Overall Objectives
		Project Supervision / One to One Interaction 30	Individual support and tuition
		Studio based workshop 40	Develop, demonstrate and analyse technical skills
		Independent learning 130	Development of skills, directed reading and research.
q	Arrangements for revision and private study	<p>The student-learning load for the module will be 200 hours.</p> <p>There will be 15 hours access per week to subject specific private study facilities. All learning resource centres are equipped with the required software to achieve coursework activities, these offer open access throughout the week including evenings.</p>	
r	Methods of assessment	<p>(All methods of assessment must be attempted in-order to successfully complete this module.)</p> <p>Essay 1500 Words Practical Portfolio including 1,000 word reflective essay 3500 Word Equivalent</p>	
s	Methods of reassessment (if different to r)		
t	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored from time to time)	<p>Appropriateness of Content Intellectual Property Talent Release / Terms Accessibility</p>	

u Programme – module learning outcomes – assessment mapping [desirable]				
Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2	Assessment method 3
A1, A3, A4, A8, B1, B4, B5, C1, D1, D3, D5, D6	1, 2	Essay 1500 Words 30%		
A1, A3, A4, A8, B1, B2, B4, B5, C1, C2, C3, C5, D1, D3, D4, D5, D6	1, 2, 3, 4		Practical Portfolio including 1,000 word reflective essay 3500 Word Equivalent 70%	

v	Estimated number attending module	15
w	Indicative content	
	Production Techniques and Content Optimisation Image Optimisation Video Optimisation Audio Optimisation Interactive Media and Plug-ins Web Technologies and Portfolio Production HTML 5 JavaScript PHP Flash XML / RSS Constraints and Considerations Analysis of Professional Portfolio Designs	
x	Indicative reading (please list as a bibliography)	
	McNeil, P. 2010. <i>The Web Designer's Idea Book, Volume Two</i> . Newton Abbot: F+W Media International Taylor, F. 2010. <i>How to Create a Portfolio & Get Hired</i> . London: Lawrence King Publishing	

Curriculum Map (demonstrating which programme outcomes are delivered in each module)

Use numbering as per programme outcomes numbering in section 18

Programme Outcomes																														
Module name	Code	Level	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
Digital Technologies in Media Production and Consumption	DT	4	✓		✓							✓		✓			✓			✓		✓			✓			✓	✓	✓
Decoding the Digital Society	DDS	4		✓			✓		✓		✓	✓	✓	✓	✓	✓	✓	✓		✓					✓			✓	✓	✓
Digital Design for Contemporary Media Production	DDMP	4	✓		✓	✓				✓	✓	✓								✓	✓	✓		✓	✓			✓	✓	✓
Video Game Art and Design	GAD	4	✓	✓	✓					✓		✓	✓							✓	✓	✓	✓		✓	✓		✓	✓	✓
Digital Video Production	DVP	4	✓		✓	✓	✓	✓			✓	✓	✓							✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Animation Production and Techniques	APT	4	✓		✓	✓	✓			✓	✓	✓	✓							✓	✓	✓	✓		✓	✓		✓	✓	✓
Digital Image Production Techniques	DIP	4	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓		✓	✓		✓	✓	✓
Professional Development	PD	5					✓	✓			✓	✓	✓	✓		✓	✓			✓	✓			✓		✓	✓	✓	✓	✓
Work Based Practice	WBP	5	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Audience	AU	5		✓		✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓		✓					✓			✓	✓	✓
Audio for Contemporary Media Productions	AMP	5	✓		✓	✓	✓				✓	✓	✓		✓	✓				✓	✓	✓	✓	✓	✓		✓		✓	✓
Interactive Media Design and Production	IMDP	5	✓		✓	✓	✓		✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓
Web Based Game Design and Production	WGDP	5	✓		✓	✓	✓		✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓
Motion Graphics for Contemporary Media	MGCM	5	✓		✓	✓				✓		✓	✓		✓					✓	✓	✓	✓		✓	✓		✓	✓	✓
Independent Study	IS	6		✓			✓		✓		✓	✓	✓	✓	✓	✓	✓	✓		✓					✓			✓	✓	✓
Professional Production	PP	6	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
3D Visual Effects for Contemporary Media	3DVFX	6	✓		✓	✓				✓		✓	✓							✓	✓	✓	✓		✓	✓		✓	✓	✓
3D Pre-Visualisation	3DPV	6	✓		✓	✓				✓		✓	✓							✓	✓	✓	✓		✓	✓		✓	✓	✓
Live Conference and Exhibition	LCE	6	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓				✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Web Based Portfolio	WBPF	6	✓		✓	✓				✓		✓	✓		✓	✓				✓	✓	✓		✓	✓		✓	✓	✓	✓

Outcomes Key:

Knowledge and Understanding

- A1. Of the different processes involved in the production of traditional and contemporary media
- A2. Of the wider societal impacts of contemporary media.
- A3. Of the technical features and characteristics of contemporary media.
- A4. Of the conventions and 'grammar' associated with the production and consumption of contemporary media.
- A5. Of the legislative guidelines and rules pertaining to the production and uses of contemporary media.
- A6. Of the structures and business models evident within the media sectors.
- A7. Of key relevant theories of communications studies for example: Audience, Media Effects, Narrative, Representation.
- A8. Design concepts and principles relevant to contemporary media production.
- A9. Ethical considerations within a continually technologically evolving environment.

Intellectual Skills

- B1. Carry out a range of research for essays, projects, creative productions or dissertations involving sustained independent enquiry.
- B2. Apply knowledge about general concepts and principles of the field, including policies and legislation, to practical instances, examples and situations arising within professional contexts
- B3. Analyse continually changing markets and workplaces.
- B4. Evaluate the reliability, relevance and/or significance of information for identified purposes, taking a critical attitude by relating it to their own experience and views
- B5. Develop and present informed, balanced and original arguments or ideas
- B6. Apply critical thinking skills to identify and explore issues of key personal interest and/or commercial significance within the context of professional practices.
- B7. Engage critically with theories, models and debates within established and contemporary media
- B8. Evaluate own professional performances and outcomes.

Practical and Professional Skills

- C1. Organise and manage projects or individual assignments
- C2. Produce work in response to audience and client needs and expectations
- C3. Ability to effectively select and utilise appropriate materials, devices and software
- C4. Ability to develop practical, communication, team work and negotiation skills from workplace and / or work based experiences
- C5. Demonstrate critical and creative independence and originality in practical outcomes.

Transferrable Skills

- D1. Communicate effectively using a variety of techniques including written assignments, visualisations and oral presentations; adhering to academic writing and referencing conventions.
- D2. Ability to work creatively and effectively as part of a team.
- D3 Ability to develop and practice individual or collaborative problem solving; research solutions and apply them appropriately to practical problems.
- D4. Demonstrate the ability to reflect on experience and improve own study, practical and transferrable skills.
- D5. Use appropriate research skills to review literary sources, research conceptual ideas or to develop practical projects.
- D6. Put to use a range of IT skills from basic competences to subject specialist skills; demonstrating an ability to identify reliable electronic sources.

Assessment Methods Matrix

Assessment Method	DT	DDS	GAD	DDMP	DVP	APT	DIP	PD	WBP	AU	AMP	IMDP	WGDP	MGCM	IS	PP	3DVFX	3DPV	LCE	WBPF
Proposals															✓					
Learning Portfolios								✓												
Essay Assignments		✓	✓	✓		✓	✓		✓	✓		✓	✓	✓		✓	✓	✓	✓	✓
Group Projects					✓														✓	
Independent projects				✓	✓						✓	✓	✓	✓		✓	✓	✓		
Unseen Examinations																				
Unseen laboratory/ workshop examinations																				
Oral Examinations																				
Open-book Examinations																				
Fieldwork Reports																				
Design Tasks																				
Practical Portfolio			✓			✓	✓													✓
Exhibitions																			✓	
Work Placement Reports																				
Computer-based Exercises																				
Multiple Choice Tests																				
Business Plan								✓												
Student led Seminars/discussions																				
Illustrated Report	✓																			
Dissertation															✓					
Oral Presentations								✓	✓	✓					✓					
Podcast											✓									
Video Essays		✓																		

27	Comments of academic contact / academic consultant	
28	Copies of any additional CVs not provided at Planning Permission stage attached	

29	Signature of Programme Leader	
30	Date	24/04/13
31	Signature of Partner Institution Higher Education Manager	
32	Date	

THIS COMPLETED PRO FORMA **MUST** BE SUBMITTED **ELECTRONICALLY** TO THE APPROPRIATE UNIVERSITY FACULTY BY THE PUBLISHED DEADLINE

THIS PROPOSAL **MUST** BE SUPPORTED BY ANY CVs NOT SUBMITTED WITH THE PLANNING PERMISSION APPLICATION FOR STAFF WHO WILL DELIVER THE PROGRAMME

For completion by University of Hull

33	Signature of Head of University Department or Faculty representative for non-comparable	
34	Date	
35	Signature of the Dean of the University Faculty	
36	Date	

For PAC Use

37	Date Approved by PAC	
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FOLLOWING APPROVAL AT FACULTY LEVEL THIS COMPLETED PRO FORMA **MUST** BE SUBMITTED **ELECTRONICALLY** TO THE PAC SECRETARY BY THE PUBLISHED DEADLINE