Programme Specification for BA Digital Media Production

This document applies to Academic Year 2021/22 onwards

Table 1 programme specification for BA (Hons) Digital Media Production

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award**	BA Honours
5.	**Programme title**	Digital Media Production
6.	**Pathways available**	Single, Major, Joint and Minor. Options for current Joint Honours combinations and UCAS codes can be found at: https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx
7.	**Mode and/or site of delivery**	Standard taught programme
8.	**Mode of attendance**	Full or part time
9.	**UCAS Code**	Digital Media Production BA - W212 BA/CDM
10.	**Subject Benchmark statement and/or professional body statement**	QAA Subject Benchmark Statement: Art and Design (2019)
11.	**Date of Programme Specification preparation/ revision**	February 2018. December 2018/February 2019 – Amendments to award map. August 2019 – AQU amendments to Section 19. November 2019 – CMED2008 module title changed. July 2020 – CMED1002 module title changed. August 2020 – AQU amendments to Section 19. Nov 2020 – Dissertation-equivalent module noted on award map (AQU). New module CMED3011 created as 15-credit version of CMED3004 available to other courses. Excluded combinations updated for CMED3004. Shared module DFPR2105 added. CMED2007 removed. May 2021 – Programme title changed from Creative Media to Digital Media Production (APPG March 2020,19.074). August 2021 – AQU amendments. November 2021 – Change to module status for: DMED2001 – change from optional to mandatory for Joint pathway. Excluded combination updated to remove DMED2009. DMED2002 – change from mandatory to not available for Joint and Minor pathway. DMED2008 – change from optional to not available for Joint pathway. DMED2009 – withdrawn from all pathways and courses. DMED3007 – pre-req combination updated to remove DMED2009.

12. Educational aims of the programme

The course aims to enable students to:
- perform effectively and creatively in the practice and theory of digital media;
- appreciate relationships between concepts and practices, within the strands studied within design and media;
- develop intellectual, practical & creative skills appropriate to their future interests and needs in relation to further study, employment or both;
- harness their interest in digital media in order to develop, broaden and contextualise their knowledge base of the digital arts;
- develop their creative, imaginative, technical and problem-solving skills to enable them to perform effectively and creatively in digital media and related industries;
- appreciate relationships between concepts and practices, both within digital media and with other subject areas;
- develop critical and analytic skills as well as the ability to derive and apply principles and concepts from practical media experience;
- develop conceptual skills, in order to apply their subject knowledge and skills to innovation and emerging technologies;
- exercise independent judgement, be self-reliant and have the ability to work co-operatively with others.

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

Learning, teaching and assessment

For 2021/22, the majority of teaching sessions are face to face on campus. Lectures or lecture workshops for some modules will be delivered online either 'live' or pre-recorded. Individual and small group tutorials will be arranged online as this has proven to be convenient and popular with students.

Table 2 knowledge and understanding outcomes for module code/s

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1.	Understand the relationship between critical analysis and the practical application of digital media and how to explore, analyse and solve design problems	DMED2002 *DMED2003* DMED3003
2.	Adopt an approach to creative design and concepts that takes into account client and user experience as well future technologies;	DMED2002 *DMED3007*
3.	Understand the relationship between form and function and their relationship to concepts of usability and legibility;	*DMED2003* DMED3006 *DMED3007*
4.	Recognize the cultural, social & historical contexts which underpin design and media.	DMED3003 DMED3005

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		
5.	Demonstrate detailed knowledge in the wide range of disciplines of digital media;	DMED3003 DMED3006

6.	Demonstrate a critical awareness of debates and issues in the design area and recognise where their own work is located within this;	DMED3003 *DMED3008*
7.	Critically engage with and apply design theory and techniques to a diverse range of situations and target audiences in a cultural context through written analyses of design;	DMED3003 *DMED3009* *DMED3010*
8.	Reflect critically upon their own interpretations and be able to assess and challenge accepted opinion.	DMED3003 DMED3006

Table 4 skills and capabilities related to employment outcomes for module code/s

Skills and capabilities related to employability		
9.	Develop creative and original design concepts, solutions to client briefs, in appropriate media outputs;	DMED3006 *DMED3009* *DMED3010*
10.	Initiate and develop distinctive and creative work that effectively utilises relevant technical practices and theories, including an understanding of the role and impact of Intellectual Property;	*DMED2003* DMED3004 DMED3006
11.	Produce work, which is informed by and contextualised within, relevant theoretical issues and debates such as cultural context, ethics and gender.	DMED3003 *DMED3009* *DMED3010*

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills		
12.	Develop an independent, organised approach to learning, and thereby practice time management skills through working to deadlines;	DMED3004 DMED3006 *DMED3010*
13.	Develop the ability to work productively with others in groups so as to sustain exploratory discussions, plan work and explore diverse opinions with respect and critical acumen, offering and accepting constructive criticism;	DMED3006
14.	Demonstrate the ability to select areas of research for investigation from a variety of critical perspectives and to synthesise these into a coherent end product;	DMED3003 DMED3005

NB. Module codes in italics are Optional Modules that include significant content related to the relevant learning outcome.

Learning outcomes and combined subject degrees (joint, major and minor pathways):

- **Joint Pathway**
  Students following a joint pathway will have met the majority of the learning outcomes for the subject, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.

- **Major Pathway**
  Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.

- **Minor Pathway**
  Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have

focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

Learning, teaching and assessment

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

Each module states a range of learning and teaching methods used for its delivery. Opportunities to achieve the learning outcomes will be provided by the following methods:

- Mac studio workshops
- Photographic and sound studio workshops
- Seminars and student-led presentations
- Individual and group tutorials
- Talks and Lectures from visiting speakers/practitioners
- Group work, based on briefs
- Project-based individual and group activities
- Self-directed study, evidenced by blogs and/or learning journals
- E-learning through the use of module websites, Blackboard and e-mail
- Studio visits
- Exhibition and environment visits
- Work-based learning

Students will be assessed by the following methods:
- Visual and written research
- Essays, learning reports and critical statements
- Production of visual, aural and practical work
- Presentations to the module group, tutors, visiting industry clients
- Production of preparatory and secondary material
- Written learning journal with supporting imagery

Learning and teaching methods are kept under review to ensure that as wide a range of methods are being used in order to enhance the opportunities for students to learn. Learning outcomes can be grouped into four areas: knowledge and understanding, cognitive and intellectual skills, practical skills relevant to employment and transferable/key skills.

Teaching and Learning

The University places emphasis on enabling students to develop the independent learning capabilities that will equip you for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support through the personal academic tutoring system enables you to reflect on progress and build up a profile of skills, achievements and experiences that will enable you to flourish and be successful.

Teaching

You are taught through a combination of lectures, seminars, tutorials and individual research activities.

The subject of Digital Media Production lends itself to a wide range of assessment methods, many of which help prepare for employment. These include lectures, seminars, practical workshops, tutorial activities, group work, independent individual research, digital media

artefact analyses, report writing, portfolios of examples, independent and group presentations, blogs and learning journals.

Studio workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and studio software practicals are focused on developing subject specific skills.

In addition, meetings with personal academic tutors are scheduled on at least 4 occasions in the first year and three occasions in each of the other years of a course.

You have an opportunity to undertake a semester long placement in the second year of the course, supervised for agreed projects by a work-based mentor and a University tutor.

You use industry-standard design software and have access to state of the art mac studio facilities throughout the course.

Contact time
In a typical week you will have around 12 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year you will normally have slightly less contact time in order to do more independent study.

Typically during each of the four sessions held each week, contact time will be structured around:

- 1 hour of whole group lectures
- 1 hour of group work or seminar discussion
- 1 hour of practical workshops or tutorial based activities

Independent self-study
In addition to the contact time, you are expected to undertake around 28 hours of personal self-study per week. Typically, this will involve designing and developing practical work, reading journal articles and books, working on individual and group project briefs, undertaking research in the library and online, preparing coursework and presentations.

Independent learning is supported by a range of excellent learning facilities, The Digital Arts Centre, the Garage, the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff
You will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, academic staff who are also current professional practitioners with industry experience, technical demonstrators and a technical support team.

Teaching is informed by the research and consultancy, and all permanent course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy. You can learn more about the staff by visiting our staff profiles http://worc.ac.uk/discover/humanities-staff-profiles.html

Assessment
The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessments which are graded and count towards the overall module grade.

Assessment methods include:
• Practical media output
• Presentations to the module tutor or group
• Pre-production and production
• Online blogs
• Written learning journal
• Learning reports or reflective critical evaluation.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1
No exams
6 x practical media pieces with blog / learning journal
6 x Learning reports / reflective critical analyses
2 Presentations

Year 2
No exams
4-6 x practical media pieces with blog / learning journal
8 Learning reports / reflective critical analyses
1 Presentation

Year 3
No exams
3 x practical media pieces with blog / learning journal
4 Learning reports / reflective critical analyses
1 Group Practical
1 Group Presentation
1 Degree Show
Major Independent Study Practical with 3000 word learning report

Feedback

You will receive feedback on practice assessments and on formal assessments undertaken by coursework. Feedback is also given on a regular basis during sessions. Feedback is intended to support learning and you are encouraged to discuss further with personal academic tutors and module tutors as appropriate, and we welcome requests for one-to-one tutorials.

Peer assessment is carried out in small teams to inform you of peer feedback prior to formal hand in of each module.

We aim to provide you with feedback on formal course work assessments within 20 working days of hand-in.

Facilities

Digital Media Production has access to state of the art and industry standard facilities and equipment, including Apple Macs with the latest Adobe suite, as well as a host of other software packages for the creation of high end moving image and sound design. Practical equipment comprises of an extensive range of stills and moving image cameras, audio recording equipment and other borrowable tech such as iPads, lighting gear, film grip and specialist cameras for the creation of virtual reality and slow motion content. Studio facilities

comprise of a photographic studio equipped with backdrops and lighting equipment. Our video studio is fully equipped for extensive film and TV work and can be used for film and photography work and can contain fully built film sets. In addition, it contains a full size greenscreen provision with a moving flooring system for use in the creation of visual effects and an extensive lighting rig for optimal lighting options. The Sound Studio is industry standard and comprises of a live room large enough for multiple artists to be recorded for voice, music, instrumental or foley purposes, and a recording room complete with control surfaces for professional sound recording and editing. Our maker space has provision for practical crafts and is equipped with a laser cutter vinyl plotter, 3D printer and CAD router. Our edit suites are sound controlled spaces with high end iMacs and surround sound as well as colour grading surfaces where students can complete their work in a manner which reflects the industry.

14.   Assessment Strategy

Most assignments are assessed against the learning outcomes for the module through a practical piece of work and learning report, supported by an online blog or learning journal. The report is a reflective, self-critical account of the student's learning journey in the experience offered by the module. Supporting this is a digital learning journal, offering evidence – such as research and analysis, competitor research, initial generation of ideas, concept development, and software skill development – that indicate the depth of the student's learning. Transferable skills, such as communication, collaboration and project management, for example, are also explicitly assessed.

Assignments are summatively assessed by the academic staff and formatively by the student themselves and also their peers. During self-assessment, students are required to give a value to their own work, using the course criteria and grading system.

Digital Media Production employs both formative (informal) and summative (formal) assessment. Formative assessments usually carry no weighting but are critical for the students' development and can be useful preparation for the related summative assessment. Formative assessment can take the form of student support teams and informal peer assessment, or rehearsed presentations. In addition, formative assessment is a part of the individual tutorial system, featured in every module, and feedback. This is an important part of the student development as it creates a feedback loop offering opportunities for development. Each assessment is aligned with its intended learning outcomes and learning activities, so it is clear what is being assessed.

15.   Programme structure and requirements

Digital Media Production is part of the portfolio of courses within the School of Arts.

Please see the Award Map Annex at the end of this document.

The course is available in full and part-time modes and across the full range of pathways.

The course is designed to develop students' knowledge and understanding of digital arts practice and also develop practical skills in the varied strands that comprise digital media. Underpinning the basic ability in concept development and software skills is a strong emphasis on development of a questioning attitude to increasingly demanding projects. Alongside research and critical skills, this is seen as vital to the development of the students' identity as a digital media practitioner. The scope offers a balance between professional considerations and pedagogic elements. Students' individual, creative, reflective and questioning responses to their work are important objectives, and it is anticipated that, by developing these attributes, they will ultimately achieve the qualities of creative and

professional and independence that will be vital for them successfully to pursue their chosen career.

At level four, students are introduced to concepts and techniques in the subject through prescriptive teaching. This enables them, and the staff who teach them, to begin the process of identification of their strengths, weaknesses and identity as creative digital practitioners. These introductory modules embed theoretical and contextual aspects of visual communication and also familiarize students with processes of delivery and assessment.

This process is developed through level five, in which students become more independent as learners so that, at level six, they are able to engage with their subject through self-directed study, research and practice. The exhibition component of the Professional Practice module represents the culmination of this learning journey, in which the student demonstrates their competence as a versatile professional practitioner, working on a theoretical and contextual base that is broad and substantial, and able to direct their work through a reflective, and honest, application.

16. QAA and Professional Academic Standards and Quality

This award is located at level 6 of the FHEQ.

The intended learning outcomes for Digital Media Production provide evidence of the ways in which the QAA subject Benchmark Statement for Art and Design February 2019, has been embedded into the teaching and learning of Art and Design at the University of Worcester.

The learning outcomes of all modules are intended to meet the QAA subject benchmark by providing the opportunity for students to apply and develop the range of Art and Design skills: the productive, the conceptual, the personal and the interpersonal.

17. Support for students

The Digital Media Production course team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester. Academic staff offer a range of intellectual, practical and pastoral support through a system of personal academic tutoring. Throughout their period of study, students are supported by the School of Arts technical teams.

The student's transition into University life is assisted by an initial short, one week's induction programme which through a range of activities introduces students to their course, the staff who will be teaching them and the School. Students are for example invited to attend the School of the Arts Freshers' Party in induction week and can attend a free coach trip, for example to Oxford, where we set an informal brief is set to encourage the students to get to know each other.

During this initial induction week, students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service. Further inductions continue, which include Health and Safety and Risk Assessment sessions and technical demonstrations.

Students are also provided with a brief induction into their second year in the mandatory modules DMED2001 Digital Photography. In the first weeks of DMED3003, students are

given guidance for their level six studies as well as the preparation for the Dissertation equivalent. Direct entry students are also provided with an additional brief and informal induction.

Staff teaching students on modules support students through one-to-one and small group tutorials and students are provided with clear indications of when staff are available for individual support.

Students are further supported through a range of online support, for example, via e-mail or Skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online. There is a course Facebook page, Instagram page, Twitter feed and YouTube account for informal student integration and engagement that provides day to day information.

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

- The Disability and Dyslexia Service within Student Services which provides specialist support on a one to one basis.
  http://www.worcester.ac.uk/student-services/index.htm
  https://www2.worc.ac.uk/disabilityanddyslexia/
- Mental Health and Counselling (the disability link tutor supports and refers students as and when necessary)
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University, represents student views within the University.

Personal Academic Tutoring

The PAT system is carefully managed by the Course Leader. During Welcome Week, students are contacted via email, by their Personal Academic Tutor, and are sent their personalised Individual Learning Plan, which contains contact details and room number of their PAT, and a date for their initial tutorial. The Individual Learning Plan travels with them during their time at University. It documents previous experience, aspirations, hopes, achievements and culminates with an exit tutorial. Meetings with students' PAT is either one to one or in a small team depending on the time of year. Vertical tutoring is also a valuable part of the system, where students can talk to other students at differing stages, in order to ask questions and discuss areas they may not want to share with their Tutor. This also fosters a sense of belonging.

Each student is allocated a Personal Academic Tutor who will:

- support the academic development of their allocated tutees;
- act as the first point of call for any tutees experiencing issues or problems arising whilst at University;
- provide the official University reference for tutees.

Community
A sense of community and belonging is fostered from the beginning of the course. Social Media run by the Course Leader aids communication and collaboration. This promotes interesting articles, guest industry speakers, achievements and employment opportunities. Graduates stay in touch via this page and regularly comment and encourage current students. The L6 interim show in December provides a perfect time to bring together

students from all levels for a celebration, and for L4 and 5 students presents a chance for them to look at the culmination of study, and what they aspire to be.

18. Admissions

Admissions policy

Applicants for the course will be students who wish to pursue a career as a professional media practitioner, whether in a self-employed capacity or as part of a production centre or studio. They will not be expected to have substantial foreknowledge of the subject but must demonstrate an ability in visual thinking, conceptualisation, research and writing skills, an independent creative identity, self-motivation and the intellectual ability to engage with the demands of a degree course.

The course, in line with the University policy, welcomes applications from motivated students with appropriate qualifications, traditional and non-traditional, academic and vocational. We consider applicants to our courses solely on the basis of their merit, ability and potential. Applications are therefore welcomed from those from diverse backgrounds and with qualifications both from the UK or overseas. In particular we welcome applicants who hold alternative qualifications/experience different to those traditionally offered who can demonstrate the ability to benefit from the course and show their potential to complete the course successfully.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html

See Admissions Policy for other acceptable qualifications.

Recognition of Prior Learning

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

Admissions procedures

Applicants to the course are required to provide an online portfolio to ensure eligibility. If the student prefers, they have the opportunity to come into the University to bring a hard copy portfolio, engage in a tour of the facilities and teaching spaces, and meet a tutor and to discuss one-to-one the course and their suitability.

Full-time applicants apply through UCAS *(*W212*)*
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Selection Criteria for Digital Media Production *must include* the following:

- evidence of good visual communication in a variety of media;
- a commitment to the subject;
- good general knowledge and understanding of the subject.

The course would like to see evidence of, the following but they are *not necessary* to being offered a place:
- An online/hard copy portfolio;
- good communication aptitude through a variety of media, both traditional and digital;
- self-generated projects (outside a curriculum) in any media;
- evidence of experience in developing visual or aural concepts;
- a good selection of sketchbooks and preparatory material with substance.(i.e. giving an insight to ideas generation and critical thinking through a visual approach rather than long annotations);
- a good knowledge of cultural and contextual aspect of digital arts, and their impact on contemporary culture.

Candidates are *not expected* to have evidence or experience of advanced software skills.

19.   Regulation of assessment

The course operates under the University's **Taught Courses Regulatory Framework**

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

Submission of assessment items
- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see **Taught Courses Regulatory Framework**.

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

Requirements for Progression
- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.

- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation/Project module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

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

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

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

For further information on honours degree classification, please see the Taught Courses Regulatory Framework.

20   Graduate destinations, employability and links with employers

Graduate destinations

The majority of graduates aim for direct entry into a career path. To this end, the flexible nature of the course prepares the Worcester graduate for a range of career paths in design, animation, videography, public relations, visual effects, motion graphics, photography and creative direction. The creative and intellectual nature of the award also fits the graduate for traineeships in areas outside the digital arts: this might include banking, corporate industry, local and national government and business development.

As examples, graduates have recently been placed with the following major employers:
>GTech
>drpG
>Marvel
>BBC London
>ITV Central
>Saatchi and Saatchi
>Ricochet 4 Bristol
>4:2:2 Bristol

as well as independent design agencies, PR and marketing agencies, regional production companies and employers outside the independent media sector. Graduates have also successfully completed postgraduate courses to Master's level or qualified teacher status both in this University and elsewhere. Graduates considering post graduate studies can apply for most courses nationally and internationally.

Student employability

DMED3004 Professional Practice module, a mandatory module for Digital Media Production students, investigates the vocational potential of the subject and prepares students for their chosen profession. It is designed to focus the level six student on considering their future career, through a series of lectures, workshops, and talks by visiting specialists that require the learner to engage with the media industries.

These include:
- visits by practitioners from various relevant industries, both national and regional to provide insight and to encourage networking;
- visits from our previous graduates, who are now in the industry;
- engaging with live projects and real clients;
- preparation of an online portfolio or a showreel to a professional standard (subject specific in career preparation)

The culmination of this module is the degree show, held in May each year. Industry contacts, together with previous graduates are invited to the Private View, where students are pinpointed for Awards and cherry picked for jobs, often offered on the spot.

In the Industry Brief and Live Project modules undertaken at Level 6, students work directly, usually one to one, with a real client. They learn to take a brief and understand what the client is requesting, which takes careful investigation and questioning, development of the brief and final presentation to the client. They must liaise with the client throughout the process, discussing and amending content and manage their own time, meeting the client's deadline. This mean that students not only gain valuable experience and confidence, with their tutor's support, but also have real work for their portfolio. This sets them ahead of other graduates when applying for jobs, and ultimately improves employability options.

The University-wide Careers week provides students with opportunities to take advantage of career workshops, opportunities for postgraduate study options, presentation and interview skills, business start-up initiative and interview preparation. Careers week links with the University Careers Service and students are made aware of the advantages of this link. Students are also encouraged to consult their academic tutor for advice and guidance in their post graduation applications, plans and initiatives.

Students are also encouraged to enter the Worcester Award, designed so that students record extra activities during their time at the university, reflecting upon how these activities

can help to improve future employability. This culminates in an award ceremony and is a useful addition to their portfolios.

Links with employers

Digital Media Production students take a range of modules that reflect their own talents, aspirations and interests. In this way, they take advantage of work placements and visiting speakers within Digital Media Production student's pathways. In the Professional Practice module, students will benefit from visiting specialists within digital media, and portfolio workshops run by our own graduates. Students will also come into contact with media professionals and clients in the Pressure Projects module and will develop their presentation and pitching skills. Links have been made with design groups such as Saatchi and Saatchi, studios such as Marvel and broadcast agencies such as the BBC in London and Birmingham, and ITV in Birmingham and Bristol. Other facility companies with whom we have links include drpG and Nifty Comms. The links built with industry contacts ensure that a wide range of exciting briefs are received from many businesses for example West Bromwich Albion Football Club, Worcester Swimming Club, West Mercia Police, National Trust – Croome, Snoezelen, Utelize, Worcester Mixed Ability Rugby, local schools, Meadow Arts, and many small start ups and local businesses.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.

Award map

Table 6 heading for course title

Course Title: Digital Media Production	Year of entry: 2021/22

Table 7 award map for level 4 single/joint honours/major/minor BA (Hons) Digital Media Production

Level 4						
Module Code	**Module Title**	**Credits (Number)**	**Status (Designated (D) or Mandatory (M) or Optional (O))**		**Pre-requisites (Code of Module required)**	**Co-requisites or excluded combinations and other notes**
			Single Hons	Joint Hons		
DMED1001	Digital Media Production	30	M	M	None	None
DMED1002	Visual Language in Digital Media	30	M	N/A	None	None
DMED1003	Innovation and Experimental Production	30	O	N/A	None	None
DMED1004	Personal Development Skills	30	M	M	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	None	None

Single Honours Requirements at Level 4
Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules. However, students may include 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html

Joint Honours Requirements at Level 4
Joint Honours students must take 60 credits from the table above to include DMED1001 (30 Credits) and DMED1004 (30 Credits).

Table 8 award map for level 5 single/joint honours/major/minor BA (Hons) Digital Media Production

Level 5								
Module Code	**Module Title**	**Credits (Number)**	**Status (Mandatory (M) or Optional (O))**				**Pre-requisites** (Code of Module required)	**Co-requisites or excluded combinations and other notes**
			SH	**Maj**	**JH**	**Min**		
DMED2001	Digital Photography	30	M	M	M	O	None	Excluded combination DMED2008
DMED2002	Immersive and Sensory Design	30	M	M	N/A	N/A	None	None
DMED2003	Creative Digital Content	30	O	O	N/A	O	None	None
DMED2004	Motion Graphics	15	O	O	O	O	None	None
DMED2005	Visual Effects	15	O	O	O	O	None	None
DMED2006	Digital Entrepreneurship	15	O	O	O	O	None	None
DMED2008	Available Light Photography	15	N/A	N/A	N/A	O	None	Excluded combination DMED2001
DFPR2105	Music Video Production	15	O	O	O	O	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	O	O	O	None	None

Single Honours Requirements at Level 5
Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and 30 credits drawn from optional modules - which can include up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html.

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

Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include the mandatory modules DMED2001 and DMED2002.

Joint Pathway Requirements at Level 5
Joint pathway students must take 60 credits but no more than 75 credits from the table above to include the mandatory module DMED2001.

Minor Pathway Requirements at Level 5
Minor Pathway students must take 30 and no more than 60 credits from the table.

Table 9 award map for level 6 single/joint honours/major/minor BA (Hons) Digital Media Production

Level 6								
Module Code	**Module Title**	**Credits (Number)**	**Status (Mandatory (M) or Optional (O))**				**Pre-requisites** (Code of Module required)	**Co-requisites or excluded combinations and other notes**
			SH	**Maj**	**JH**	**Min**		
DMED3003	Digital Media Project (Dissertation equivalent module)	30	M	M	O	O	None	None
DMED3004	Professional Practice	30	M	M	O	O	None	Excluded combinations: DMED3011 (15-credit version), DFPR3103, GDES3012
DMED3005	Design and Media Awards	15	M	O	O	O	None	None
DMED3006	Pressure Projects	15	M	O	O	O	None	None
DMED3007	Documentary Photography	15	O	O	O	O	DMED2001 or DMED2008	None
DMED3008	Experimental Practice	15	O	O	O	O	None	None
DMED3009	Industry Brief	15	O	O	O	O	None	None
DMED3010	Live Brief	15	O	O	O	O	None	None

Single Honours Requirements at Level 6
Single Honours students must take 120 credits from the table above to include the mandatory modules.

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

Major Pathway Requirements at Level 6
Major Pathway students must take either 75 or 90 credits from the table above to include the mandatory modules. If selecting DMED3003 Digital Media Project, DMED3004 Professional Practice must also be selected.

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

If selecting DMED3003 Digital Media Project, DMED3004 Professional Practice must also be selected.

Joint pathway students must take one Dissertation (or equivalent Project), either in this subject, in their other joint subject, or take JOIN3001/2 where the Dissertation covers both joint subjects.

Minor Pathway Requirements at Level 6
Minor Pathway students take 30 or 45 credits from the table above.

Credit requirements for awards involving two subjects

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

Table 10 credit requirements

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