

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) TELEVISION PRODUCTION

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2020/21]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

Section A – Material Course Information

Validating Body	University for the Creative Arts ¹		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	BA (Hons)		
Course Title	Television Production		
Course Location and Length	Campus: Maidstone Studios/Rochester	Length: Full-time - 3 Years	
Mode of Study	Full-time	<input checked="" type="checkbox"/>	Part-time
Period of Validation	2017/18 to 2021/22		
Name of Professional, Statutory or Regulatory Body	ScreenSkills		
Type of Accreditation	This course is industry recognised by ScreenSkills, the industry-led skills body for the UK's screen-based industries and carries the ScreenSkills Select quality-mark for the purposes of indicating courses best suited to prepare students for a career in the screen industries.		
Accreditation due for renewal	July 2024		
<p>Entry criteria and requirements²</p> <p>As the UK's highest-ranking creative arts university, we want to attract the best and most creative minds in the country – so we take a balanced approach to candidate assessment, taking both individual portfolios and exam results into account.</p> <p>That's why your portfolio is an especially important part of your application to study with us – and we can help. Our academics can offer you expert advice on how to showcase your creative work and build a portfolio that will make your application stand out.</p> <p>More advice on how to create an exceptional portfolio is also available here, along with specific portfolio requirements for this course. Along with your portfolio, the standard entry requirements** for this course are:</p> <ul style="list-style-type: none"> • 112 UCAS tariff points from accepted qualifications*, or • Pass at Foundation Diploma in Art & Design (Level 3 or 4), or • Distinction, Merit, Merit at BTEC Extended Diploma, or • Merit at UAL Extended Diploma, or • 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject <p>And 'four GCSE passes at grade A*-C and/or grade 4-9 including English Language (or Functional Skills English/Key Skills Communication Level 2).</p> <p>Other relevant and equivalent level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds apply.</p>			

¹ Regulated by the Office for Students

² This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.

**To see the accepted QCF qualifications, visit: <http://uca.ac.uk/study/accepted-qualifications/>*

*** We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results. In these cases, a strong portfolio is especially helpful.*

Overall methods of assessment ³	Written exams:	Practical exams:	Coursework:
Stage 1	0%	0%	100%
Stage 2	0%	0%	100%
Stage 3	0%	0%	100%
Overall Learning & Teaching hours ⁴	Scheduled:	Independent:	Placement:
Stage 1	42.1%	57.9%	0%
	505 hours	695 hours	0 hours
Stage 2	40.0%	60.0%	0%
	480 hours	720 hours	0 hours
Stage 3	15.2%	84.8%	0%
	182 hours	1018 hours	0 hours
General level of staff delivering the course ⁵	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support		
Language of Study	English		
Subject/Qualification Benchmark Statement: QAA Communication, Media, Film and Cultural Studies.			
Framework for Higher Education Qualifications (FHEQ)			

³ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁴ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁵ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

The course structure

The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

Unit codes and titles	Level	Credit value	Elective/ Core	If elective is this the most popular student choice?
Year/Stage 1				
RTVP4005 Script to Screen	4	30	Core	
RTVP4006 Directions	4	30	Core	
RTVP4007 Documentary	4	30	Core	
RTVP4008 Introduction to Television: Texts, Contexts & Culture	4	30	Core	
Year/Stage 2				
RTVP5006 TV News Production	5	20	Core	
RTVP5007 Fiction Adaptation	5	20	Elective	Yes
RTVP5008 Professional Practice	5	20	Elective	No
RTVP5011 Television: Critical Perspectives	5	30	Core	
RTVP5009 As Live Production	5	30	Core	
RTVP5010 Transition	5	20	Core	
RTVP5012 Fiction Adaptation (Study abroad option)	5	30	Elective	No
RTVP5013 Digital News Production (Study abroad option)	5	30	Elective	No
Study Abroad with Host Institution	5	60	Elective	No
Year/Stage 3				
RTVP6001 Dissertation	6	30	Core	
RTVP6005 Pre-Production	6	30	Core	
RTVP6006 Production	6	60	Core	

Section B - Course Overview

Based at Maidstone Television Studios the course offers students the unique opportunity to learn within a professional environment, including the potential for work experience on commercial television productions and access to broadcast standard facilities. The professional focus of the learning environment is echoed through the curriculum, which is aimed at providing students with an immersive, practical and critically engaged education in moving image production. With a strong emphasis on content creation students are encouraged to develop a wide range of creative, practical and professional skills that will prepare them for employment within the television, film and related media industries.

Through stage 1 of the course students are introduced to the key production pipeline that will produce all of their work through the course; so by the end of their first year we want students to be able to research and develop an idea, write a script, plan and shoot it, and then edit and deliver the final project. They will also have developed a strong critical and historical understanding of the subject through a continuous engagement with theory and personal reflection through their online journals and assignments.

Continuing in stage 2, students have the opportunity to further develop their skills through larger scale and more diverse projects. There is the continued emphasis on collaboration with students regularly required to form production teams and take on specific roles and responsibilities. Increased engagement with professional practice is enabled through work placements and commissioned based work, and with large-scale studio productions that require students to work alongside professionals, and commission and collaborate with external contributors. Towards the end of the 2nd year students are encouraged to start the process of developing their creative and critical practice towards a more focused output and skillset, preparing them for their 3rd year when they will be largely independent learners.

Stage 3 students are expected to have an advanced engagement with creative, professional and theoretical practice. Firstly, a period of sustained and in-depth research and academic writing will see students to complete their dissertation on a subject of their choice, underpinning practice. Alongside this, the practical and creative experience of the course culminates with students focusing on one skillset, or where appropriate multi-skilling, and either working on an extended project across the whole year, or two separate projects. The outputs can be wide ranging and are only limited by the student's own ambition and the limitations of time and budget. Collaboration with fellow classmates and external contributors will be integral to the work, with the opportunity to create projects that will not only satisfy the unit outcomes but will help launch their professional careers.

Section C - Course Aims

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| A1 | to develop highly skilled professionals with the intellectual and creative abilities, and sophisticated technical skills, required for moving image production. |
| A2 | to offer an academic course of study with opportunity for first hand industrial contexts and experiences. |
| A3 | to explore emerging contexts and processes for content production and delivery. |
| A4 | to develop professional practices including team-work, project planning and working to deadlines. |

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| A5 | to support project work that embrace research, speculation, aesthetic experimentation, innovation, critical analysis and problem solving. |
| A6 | to demonstrate cultural knowledge and understanding of television and related moving image production |
| A7 | to engage professional creative methodologies including creative, conceptual and critical abilities. |
| A8 | to develop individual practice and a focused engagement with a particular skillset and audio-visual output. |
| A9 | to engage with professional careers and/or to undertake with Post-graduate studies. |

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

- LO1 Demonstrate advanced knowledge and understanding of television production and broadcast process.
- LO2 Articulate an advanced cultural knowledge and critical understanding of the television industry and related moving image production
- LO3 Demonstrate refined knowledge and aesthetic understanding of time- based narrative.

Understanding

- LO4 Critically and creatively engage with pre-production, production, post production and publication of moving image content - demonstrating areas of specialist interest and skill.
- LO5 Evolve and employ advanced creative methodologies that demonstrate, research, speculation, innovation, technical and aesthetic experimentation and critical reflection.
- LO6 Define career aims and accordingly develop strong conceptual and innovative project work through collaboration and individual practice.

Application

- LO7 Employ sophisticated creative, collaborative and technical skills in the creation, production and delivery of moving image content.
- LO8 Demonstrate advanced independent learning, critical thought and reflective practice.
- LO9 Illustrate advanced project management, collaboration and professional practice.

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

Television Production is a course with a strong emphasis on teaching creative practical skills for

moving image production informed by theory, which enhances the cumulative experience and understanding of the core subject. Our aim is for students to be taught through a “production process” of various teaching styles, which facilitates an immersive learning experience, affording students of different abilities to all achieve the same aims and learning outcomes. Each unit of study is front loaded with contact time with staff through lectures, workshops, discussion, seminars and screenings. This is then followed by an extended “production phase” where students are guided in independent study whilst they complete their projects. Each unit will then culminate in more staff/student contact time as work is appraised through tutorials, screenings and group crits.

Throughout the course the collaborative and critical nature of professional practice is simulated through professional role-play including 'pitches' for creative production 'contracts'. The collaborative nature of television production projects is reflected and achieved through the adoption of roles and responsibilities by students.

Students’ online R&D blogs are an essential element within projects, supported by professional practice tutorials, visiting professional speakers, enterprise seminars and independent study. Students are required to develop an online journal that charts their engagement with industry and preparation for their entry into employment. This will record links to the industry, professional contacts, self-promotion material and the individual's role in the marketing and promotion of their work. In particular, independent learning is central to the success of the students. Technical production is strategically supported by specialist technical workshops and 'live' studio and location experiences.

Overall the course’s teaching, learning and assessment strategy aims to equip students incrementally with an advanced understanding of creative, critical and research methodologies, a sophisticated command of audio-visual language, narrative and media knowledge, sophisticated application of technical skills, synthesis of cultural, technical and conceptual skills, advanced communication, critical reflection and intellectual rigour. All of which prepare graduates to become flexible and adaptive professionals within a rapidly evolving media industry.

Assessment Strategy

The course team's approach to assessment is student-centred and holistic. Performance is assessed against the achievement of learning outcomes, which are clearly identified, and communicated. Grading descriptors and their use as generic assessment categories are employed; these also contribute to the transparency and accuracy of the assessment process.

The assessment strategy considers professional skills alongside the complex creative methodologies required to develop individual roles and responsibilities within the context of collaborative work. It embraces both formative (developmental) and summative engagements with students. The formative elements are evidenced in an ongoing dialogue between staff and students, which includes their online journals and through one-to-one tutorials. Summative assessment points take place at the end of units. The range of assessment tasks ensure that professional contexts are represented, including, presentations, report writing, online portfolio presentation, research, concept development, content creation, personal skills and management. The academic experiences are aligned to industrial contexts in this stage to promote 'professionalism' within projects that are reflected in the learning outcomes and the assessment criteria for projects.

Section F - Enhancing the Quality of Learning and Teaching

The course is subject to the University’s rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner’s Reports
- Key statistics including data on retention and achievement

- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives