

Programme Specification Template - Undergraduate

SECTION A: CORE INFORMATION

- | | |
|--|---|
| 1. Name of programme: | Media Production |
| 2. Award title: | BA Honours |
| 3. Programme linkage: | Is this part of group of linked programmes between which students can transfer at agreed points?
No |
| 4. Is the programme a top-up only? | No |
| 5. Does the programme have a Foundation Year (Level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply? | Yes
If yes:
You can take a Foundation Year (Level 3) as an integral part of this programme of study. For details of the Foundation Year see the programme specification for Integrated Foundation Year. |
| 6. Level of award: | Level 6 |
| 7. Awarding Body: | University of Sunderland |
| 8. Department: | Faculty of Arts and Creative Industries |
| 9. Programme Studies Board: | Media Production |
| 10. Programme Leader: | Richard Berry |

11. How and where can I study the programme?

At Sunderland:	
Full-time on campus	✓
Part-time on campus	✓
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

12. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	3 years	9 years
Part-time	6 years	9 years
Distance learning		
Work-based learning		

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University. For start-dates for programmes delivered in a partner college, please contact the relevant college.

SECTION B: FURTHER CORE INFORMATION

Use [Outline Programme Proposal Form for ADC](#) for questions 13 to 25

26. Learning and teaching strategy.

The learning and teaching strategy for this programme is aligned to the University Learning and Teaching Plan 2013-16 whose aims are to:

- develop independent, active and reflective learners
- create learning environments where teaching approaches, learning technologies, and institutional structures and culture foster these learners
- ensure that staff are supported and developed for their roles, and valued for their contribution to learning and the learner experience
- promote learning partnerships in which innovative, supportive and challenging practice inspires students to approach their courses and careers with curiosity, enthusiasm and creativity.

You will encounter a number of approaches to learning on this programme, where tutors will use a range of approaches across the module, but also may use variety of techniques in the 4 hour teaching sessions on practical modules.

However, the main learning and teaching methods employed are a combination of:

Lectures

- to present and explain factual information and give a grounding in the key theories, genres and works associated with design practice.

Seminars

- to allow guided group discussion as a means of clarifying and elaborating on aspects of course work and thinking.

Workshops

- To allow you to engage with and develop practical skills with tutor support.

Group critiques

- to allow you to practice presenting your work to others and to develop the ability to become reflective in your practice, and to learn from the feedback of others.

Tutorials

- are very frequent throughout the programme. They are either one-to-one with the tutor or in small groups to discuss your ideas, thinking, approach, analysis, facts. These sometimes appear in module guides and are scheduled, but if you ever need additional support or guidance please ask your tutors; we're always willing to help.

Electronic learning resources

(electronic journals, internet, self-learning DVDs, videos, etc)

- develop skills of research and analysis, and encourage you to become an independent learner embracing the notion of professional self development.

Independent learning or private study

- encourages you to become resourceful and self-reliant using your own initiative and time management skills. With experience you also learn when it's better to seek appropriate guidance. This is a core skill that employers are keen to see in any graduate.

Presentations

- Over time, you will gain practice presenting your work as would be expected in industry in a client presentation situation. This not only helps with your oral and visual presentation skills, it helps you to develop the skills to evaluate your own work and concisely identify the key points that can sell the idea to your audience.

27. Retention strategy.

The University has a range of strategies in place to guide and support students which help to maintain retention.

Induction

Students enrolling on this programme are taken through a week of induction activities, introducing you to the University, the staff and fellow students. There is normally a range of fun creative projects, that might include a field trip, prizes, library inductions and students union activities all designed to help students make friends, settle in to University life, find their way around and get ready for their studies.

Student handbook

All media students receive a student handbook that explains important things about their academic studies, how and where to get advice and support, and directs you to some of the

wider support systems in place for students; you are also supported by materials on the VLE, via email and social media. The programme leader also maintains a facebook page for the group, which you are encouraged to join.

Student Reps

Students on all programmes at each stage elect a student representative who can speak for them at the various committees and forums where decisions are made about how the programme is run. Your programme leader will ask for volunteers, so please do apply if you are interested.

Registers and Communications/Meetings

The University has a system of attendance monitoring using registers that students scan into each contact session, electronically. Any absences are noted and administrative staff will contact you by email to make sure everything is okay. Further unexplained absences result in more formal letters being sent to ask for a meeting with you which any issues can be resolved. We do expect you to attend all scheduled classes during formal teaching weeks and to scan your card; however if you cannot attend you should report the absence via the link on my.sunderland. You should also be aware that you need to swipe within 10 minutes of the scheduled start time of each class.

SSLC

Each department holds Staff Student Liaison Committee meetings at least once per term at which students and staff are invited to identify things that are worth commending about the operation of each programme, as well as things that need to be addressed. An action plan ensures that all agreed actions are followed up and addressed. This meeting is usually attended on your behalf by your student reps, so please pass on any comments, problems or positive experiences to them.

Personal tutor

All students are allocated a personal tutor who is there to turn to and who can support you or direct you to where appropriate help may be obtained. There is a list of tutors on the programme notice board, but you can also talk to the programme leader if you prefer. Also, you can also talk to our student experience manager who you can meet to discuss anything with someone who is outside of your immediate academic community.

Comprehensive additional support

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service which offers advice and support across the full range of personal and academic problems which students may encounter. These services are available via the Student Gateway or directed by tutors.

SECTION C: TEACHING AND LEARNING

28. What is the programme about?

BA (Honours) Broadcast Media Production is a vocationally focussed, but theoretically informed degree aiming to equip with the skills you need for today's media industries. It covers cover subjects in the production of both Television and Radio, and shows how these operate in the multiplatform world. You will have the ability to specialise in aspects such as camera operation, radio documentary or television production. You will also have a strong theoretical framework that will help you approach things with an open and critical mind, as well as the ability to communicate your ideas in a variety of forms.

This Programme aims to:

- To familiarise students with a range of theoretical and methodological approaches to the study of the mass media;
- To develop in students a critical approach to their own and others' media productions;
- To produce graduates with advanced and specialist skills in media production;
- To produce graduates with specific knowledge(s) of production techniques, research and routines/processes within the relevant media industries;
- To produce graduates whose production work is informed by, and contextualized within, relevant theoretical issues, debates, ideas and industrial trends;
- To develop in students a high level of professional skills, knowledge and ability
- To produce graduates capable of independent, challenging and creative work in the areas of broadcast and digital media production.

29. What will I know or be able to do at each Stage of the programme?

Learning Outcomes Stage 1 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- S1: explain and express theories and concepts in the analysis of media texts
- S2: discuss and define own work and practices clearly to others
- S3: write essays that include academic conventions of research
- S4: use appropriate technologies and techniques in the production of content for radio and television formats
- S5: present original work in one or more media forms
- S6: successfully organise and use time management strategies

Learning Outcomes Stage 1 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- K1: knowledge of the theoretical and craft concepts and approaches necessary for further study within the fields of media
- K2: understanding of the role of technology on media production and consumption

- K3: knowledge of the institutional contexts in which the social, political and/or cultural operate
- K4: knowledge of the underlying concepts and processes of media production.

Learning Outcomes Stage 2 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- S7: successfully deploy developed creative and practical skills in the production of media content for one or more platforms
- S8: apply appropriate theoretical perspectives and institutional or technical and regulatory requirements to the production of media content
- S9: analyse their own work in a reflexive manner with reference to academic and professional issues, debates and conventions.

Learning Outcomes Stage 2 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- K5: developed knowledge and critical understanding of key theories and debates relating to the analysis of media texts, and audiences
- K6: understanding of the key aspects of media law and regulation
- K7: developed knowledge and experience of the requirements for successful media employment.

Learning Outcomes Stage 3 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- S10: the advanced ability to criticise and evaluate concepts specific to media texts and audiences
- S11: the advanced ability to develop and produce industry-aware content, created with and audience in mind
- S12: an ability to negotiate, pitch and execute a proposal for a piece of media work either alone or as part of a team
- S13: advanced skills in media production techniques culminating in the production of an original piece of work
- S14: the ability to evaluate appropriate perspectives and research methods in analysis of specific areas of media output and consumption

- S15: work effectively in a team or individually, demonstrating the ability to contribute, support and negotiate with others, and deliver successful projects
- S16: advanced skills of analysis, synthesis and presentation in written work
- S17: an ability to ensure appropriate compliance processes have been adhered to in all production work.

Learning Outcomes Stage 3 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- K8: an advanced critical awareness of organisational structures, roles and processes shaping the decisions faced by practitioners in media
- K9: knowledge and practical appreciation of the requirements for appropriate professional practices in the production of media content
- K10: advanced ability to research, critically reflect upon or evaluate theoretical issues and/or debates within the field of media and culture
- K11: advanced knowledge of production processes, institutional and industrial contexts and processes in media production.

Learning Outcomes – Ordinary degree

If you are awarded an Ordinary degree you will have achieved the majority of the learning outcomes for the programme studied. However you will have gained fewer credits at Stage 3 than students awarded an Honours degree, your knowledge will typically be less broad and you will typically be less proficient in higher-level skills such as independent learning.

30. What will the programme consist of?

Each undergraduate programme consists of a number of Stages from a minimum of 1 to a maximum of 4, each of which is equivalent to a year's full-time study. The summary below describes briefly what is contained in each Stage. Most programmes have a mixture of core (i.e. compulsory) modules and optional ones, often with increasing choice as you move through the programme and gain in experience. In some programmes the choice of optional modules gives you particular 'routes' through the programme. The programme structure including a detailed list of modules can be found in the [programme regulations](#).

Stage 1

At this stage the students are introduced to the relationship between theory, research, criticism and practice as it applies to media studies and broadcast media content production. This is supported by the inclusion of designated practice-based modules that introduce the basic techniques and skills required to develop and analyse content on and for TV, Radio or Digital Platforms.

Stage 2

Stage 2 draws on and develops the knowledge and skills students have already attained as modules further develop the theoretical, analytical, critical skills, creative and craft skills introduced at Stage 1. There will be added emphasis on creativity in content and a greater emphasis on original thought.

They will be required to demonstrate and reflect on professional practice in their own work, that of others and through engagement with professionals.

Stage 3

At this stage the students are introduced to the relationship between theory, research, criticism and practice as it applies to media studies and broadcast media content production. This is supported by the inclusion of designated practice-based modules that introduce the basic techniques and skills required to develop and analyse content on and for TV, Radio or Digital Platforms.

31. How will I be taught?

Scheduled teaching activities	✓
Independent study	✓
Placement	Optional

You will be taught in a variety of ways, dependant on the module you are studying. For example, on a module in Media Studies there may be a large lecture followed by a seminar in a smaller group. There may also be screenings, where you will be asked to watch a film or a television programme. In practical modules you attend a weekly workshop or 2 to 4 hours in a group of around 18 students. Some modules might mix these up to create the most appropriate form for what you're going to study. The exact pattern of each module is explained in the Module Guide. Every module will also have a presence in the Virtual Learning Environment, where you might also be expected to access readings, catch-up on notes or look at other learning materials. You will be expected to attend all the classes on your timetable, as well as additional tutorials or project meetings outside of class contact time. You will also spend time working on projects, such as films, TV programmes or radio programmes which you will negotiate with your production teams and tutors.

The course is designed to give you increasing amounts of independence and responsibility throughout the 3 years. The first year is focussed upon skills and the development of creative thought. As you progress there will be increased emphasis on professional standards and working practices. You will work closely with tutors but will remain in charge of your own ideas and your own learning.

The main learning and teaching methods employed are a combination of:

Lectures to present and explain factual information and give a grounding in the key theories and approach to practice.

Seminars to allow guided group discussion as a means of clarifying and elaborating on aspects of course work and thinking.

Workshops to allow for the instruction and development of practical skills, including technical training and the learning of core principles of production.

Independent learning or private study encourages students to become resourceful and self-reliant using their own initiative. With experience they also learn when it's better to seek appropriate guidance. This is a core skill that employers are keen to see in any graduate.

A list of the modules in each Stage of the programme can be found in the [Programme Regulations](#).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

32. How will I be assessed and given feedback?

Written examinations	✓
Coursework	✓
Practical assessments	✓

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria	YES	
This programme uses the Subject Specific Assessment Criteria		NO

The University regulations can be found [here](#).

On this course you will experience a range of assessments and assignments, all of which we will explain to you in more detail in the Module Guides. Across the whole of the course you can expect to: Write academic essays and critical evaluations; deliver presentations on research topics, your ideas or your placement; produce practical work in TV, Radio, Digital Film or Digital Media and take on-line tests or exams. You will also be assessed on your skills, your engagement with projects as well as your ability to work in a team of people.

The main assessment methods employed are a combination of:

Media Production assignments

- are used to explore your skill as a producer of media work. Assignments may consider your creative skills, your technical skills, but also how you tell a story and work as a team. Some production work may be created in teams, although there may be aspects of the same assessment where tutors assess your input to the production process.

Written assignments, essays and reports

- are used to test knowledge and understanding. They also test your academic research skills and the ability to select critical detail from large amounts of information and to interpret, evaluate, organise and present a coherent argument or report based on that information. You will also write theoretically aware critical evaluations to reflect upon your own practice.

Seminar and presentations

- are used to test your ability to sift key information and present it coherently and succinctly to an audience. Depending on the nature of the project, the assessment may require that you present individually or as part of a team. These may take the form of presenting research on a given topic, but may also be creative 'pitch' of production proposals.

Marking Procedure, Marks at Stage 1 are discussed and agreed by the assessment team, if the assessment was made by one member of staff then a second marker will view the work and moderate or agree the marks before the module assessment board. Modules at Stages 2 and 3 are marked individually by staff. Marks are collated and then a sample is 2nd marked by another member of staff. The Stage 2 and 3 Modules are also sampled by an External Examiner. All marks then go through a Module Assessment Board.

The process for this is detailed in the University Marking Policy (AQH-F6-4).

Student feedback on assessment can be provided both verbally and/or in written form, in both cases referring clearly to the assessment criteria and learning outcomes of the module. This enables students to understand the level of their mark, and draws your attention to areas for improvement. Final summative feedback may occur at playback/screening sessions, at presentations or in written comments that can be collected from the library or online.

The University aims to return marked assessments and feedback within 4 working weeks of the assignment submission date after internal moderation processes have been completed. If this is not possible, students will be notified by the Module Leaders when the feedback is available and how it can be obtained.

The Academic Misconduct Regulations and associated guidance can be found [here](#). It is the responsibility of students to ensure they are familiar with their responsibilities in regards to assessments and the implications of an allegation of academic misconduct.

Students should refer to the [University Regulations](#) for information on degree classifications and compensation between modules.

33. Teaching, learning and assessment matrix

NB. Not all option modules may be offered in any one academic year and will depend on the availability of staff and the priorities of the school. In addition, modules will usually need to be selected by a minimum number of students. Option modules may be available on more than one programme and the Programme Leaders will liaise with the Faculty Management Team to ensure there is a reasonable amount of choice in any given year.

Stage 1

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	S1	K1	S2	K2	S3	K3	S4	K4	S5	S6
Introduction to Media & Cultural Studies	MAC101	Core	Lectures, Seminars, Screenings, self-directed study	Essay Presentation	T D A	T D A		T A	T D A	T D A			T D A	T D A
Starting Your Media Career	MED126	Core	Lectures, Seminars, Workshop activities, Research task, Self-directed study, practical workshops	Digital Production, Presentation, Career research portfolio			T D A	T D A	A	T D A		T D A	T D A	D
Media Production Skills	MED110	Core	Lectures, Project Tutorials screenings, demonstrations, production exercises and group discussion	Group Production Critical Evaluation Production File	D A	A	T D A	T D A	A	D	T D A	T D A	T A	D A

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	S1	K1	S2	K2	S3	K3	S4	K4	S5	S6
Introduction to Audio and Radio Production	MED107	Core	Lectures, Practical Workshop, Self-directed study, Project Tutorials	Production Portfolio Evaluation	D A	A	T D A	D A	A	D	T D A	D T A	T A	D A
Introduction to TV and Radio broadcasting	MED108	Core	Lectures, Practical Workshop, Self-directed study, Project Tutorials	TV Production Radio Production Individual Assessment	D A	A	T D A	T D A	A	D	T D A	T D A	T A	
Formats and Storytelling	MED105	Core	Lectures, Workshops, Seminars	Practical Production, written presentation	T		A		A	D	T D A	T D A	T A	

Stage 2

	Code	Core / optional	Modes of T&L	Modes of Assessment	K5	S7	K6	S8	S9	K7
Media Studies 1	MAC 201	Core	Lectures, Research task, Seminars/workshops, Screenings, VLE Independent Study	Essay Essay	T D A	T D	D		A	
Developing your media career	MED 226	Core	Lectures, Workshops, tasks and projects	Portfolio Portfolio	D A	T D A	T D A			T D A

	Code	Core / optional	Modes of T&L	Modes of Assessment	K5	S7	K6	S8	S9	K7
Shoot. Edit. Share. Self-Shooting Online Video	MED222	Core				T D A		D		D
Digital fictional film	MED 203	Option	Lectures, Group discussion, Screenings, Practical Workshops, Self-directed study Project Tutorials	Group Production Critical Evaluation	D	D A	D A	T A	A	D
Documentary Production	MAC 275	Option	Lectures, Group discussion, Screenings, Practical workshops, self-directed study Project Tutorials	Individual Skills Test Group Production Critical Evaluation	D	D A	D A	T A	A	D
Scriptwriting	MAC 274	Option	Lectures, Group discussion, Screenings, Practical Workshops, Self-directed study Project Tutorials	Script Evaluation	D	D A	D A	T A		D

	Code	Core / optional	Modes of T&L	Modes of Assessment	K5	S7	K6	S8	S9	K7
Radio Production 1	MAC 209	Option	Lectures, demonstrations, discussions, critical listening, tutorials and practical work.	Production and Evaluation	D	D A	D A	T A	A	D
TV Studio Operations 1 Television Studio: production Development	MAC 211 MED 219	Option	Lectures, screenings, demonstrations, practical workshops and group critiques/discussions.	Production, individual role contribution and evaluation	D	D A	D A	T A	A	D
Live Radio and Commercial Production	MAC 212	Option from List	Lectures, demonstrations, , critical listening, tutorials and practical work.	Group Production, individual work. evaluation	D	D A	T D A	T A	A	D

Stage 3

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO K8	LO S09	LO K9	LO S10	LO K10	LO S11	LO K11	LO S12	LO S13	LO S14	LO S15	LO S16	LO S17
Media Studies 2	MAC 301	Core	Workshops, Seminar, Research task, Short Lectures, VLE Group work/self-directed study	Portfolio Essay	D				T D A		D	D A	D A	D A		A	
Popular Music Cultures	MED 332								A					A		A	
Radio Project	RAD300	Designated Option			A	A	A		A	A	A	D A	A		A		A
Media Project	MED326	Designated Option			A	A	A			A	A	D A	A		A		A
Advanced Digital Fictional Film	MED 341	option	Lectures, Group discussion, Screenings, Practical workshops, self-directed study	Group Production Individual Evaluation	D	A	D A	A		D A	D A	A	A		A		
Video Production 2	MAC 307	option	Lectures, Group discussion, Screenings, Practical workshops, self-directed study	Group Production Production File Individual Evaluation	D	A	D A	A		D A	D A	A	A		A		

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO K8	LO S09	LO K9	LO S10	LO K10	LO S11	LO K11	LO S12	LO S13	LO S14	LO S15	LO S16	LO S17
Radio Documentary and Feature Production	MAC 359		Lectures, workshops, playbacks, presentations	Presentation Production Evaluation		T A	D A	A		D A	D A	A	A		A		
Screenwriting for TV and Film 2	MAC 382	option	lectures, screenings, writing workshops, writing exercises, tutorials and a group critique	Script Critical Analysis	D	T A	D A			D A	D A	A	A		A		
ADVANCED DIGITAL POST PRODUCTION	MED 318	option	Lectures, Practical Workshop, Project Tutorials, Self-directed study	Practical Production, Evaluation			D	A		D A		A	A		A		
Radio Broadcasting	MED 327	option	Lectures, Practical Workshop, Project Tutorials, Self-directed study	Broadcasting Research Analysis	T D A	T D A	D A	A		D A	T A	A	A		A		

*Indicates a compulsory module which must be successfully passed for progression to further modules or to the next academic year of study.

34. How does research influence the programme?

Most members of staff hold appropriate qualifications and are presently engaged in the wider academic community as external examiners on undergraduate and postgraduate programmes at other institutions. Members of Staff contributing to the degree also engage in academic research and publication, where in the most recent REF 25% of research was deemed to be world leading. Other members of staff are also engaged in the media industry, working with the likes of ITV Studios and BBC Radio. The experience these staff have in both research and practice helps to inform what we do on the course.

Staff are also active as academic and critical practitioners. Recent individual projects have covered a range of theoretical and practical concerns, and outcomes have been disseminated via media including publication, conference presentation, community work, exhibition, creative writing and performance. The Media Department continues to consolidate and develop its research activities, skills and methodologies through initiatives based on individual projects, collaborative exchange, and contact with external scholars and funding partners. The Department's Research seminars, held fortnightly, also provide important staff development, and staff from across all parts of the Media Department attend, together with postgraduate students.

Academic staff also have strong links with the regional community. These links include working alongside industry partners, local schools and community groups. Among the highest-profile reach-out activities is the Spark FM, University run and student managed Community Radio Station. It is managed by students and features student work, as well as including programming elements originated in community groups within the region. A successful bid has secured a full-time licence under the new provisions for community radio, this will provide further excellent opportunities for students on this programme.

SECTION D: EMPLOYABILITY

35. How will the programme prepare me for employment?

The programme gives you the opportunity to develop skills which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. The skills which this programme is designed to develop are listed below.

This course will give a range of skills to help prepare you for employment. In your first year you will learn about the nature of the media industry and the skills you will need to start your career. In your second year, you will develop these skills and build an awareness of regulation, media law and good practice. You will also be able to undertake a placement in the media industry. You will start to research and plan for this in the First Year and then reflect upon it in your second year. In the final year, you can take an optional module in media business, which will help you start your own business or work as a freelancer. There are also

weekly masterclasses and regular practical 'clinic's with industry professionals that form part of your timetable.

There are a range of opportunities for you to build your skills outside of the course within our own Media Centre. Spark is primary media outlet and is entirely run by volunteers. Spark FM is our FM Community Radio Station and has been on the air full-time since 2009. As a student you could produce programmes, be the breakfast presenter or be involved in recording interviews, making jingles or working on marketing. Spark has also evolved into a printed Magazine and an online TV channel, so whatever your media passion there are great opportunities at Spark. Each one of the three Spark platforms has won awards, making Spark one of the best known brands in student and community media.

Additionally, there's a growing hub of online news brands covering sport, local news, fashion and arts and entertainment. So, if you're a budding writer and mad about sports then there are opportunities for you.

There are also opportunities for on-campus students outside your programme of study.

For information about other opportunities available to our students who study on campus, click [here](#).

Additional opportunities to develop your experiences more widely will vary if you study at one of our partner colleges. For information about the extra-curricular activities available in any of our colleges please contact the college direct.

36. Professional statutory or regulatory body (PSRB) accreditation.

PSRB accreditation is not relevant to this programme	
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	✓

The programme is currently accredited until:

The implications of the accreditation not being renewed are:

Please see [PSRB Renewal Process](#) for information on the renewal process.

The relevant PSRB(s) is/are:

NB: if accreditation is being sought please complete the following section as if it had been awarded on the basis of the usual arrangements; leave blank anything you cannot yet answer. This section will have to be finalised once accreditation has been agreed.

The terms of the accreditation are as follows:

The programme is recognised as: A Creative Skillset approved course.

The programme is accredited dependent on an approval/renewal process and annual report

Accreditation gives graduates **industry recognition**

This depends upon successful completion of the programme.

Is membership of the PSRB dependent on further requirements? **The requirements recommend that students take on placement activities and engage with industry**

There are programme-specific regulations relating to the following. Details are given in the programme regulations:

The modules to be studied	No – although modules should be relevant and practical
Pass-marks for some or all modules and/or parts (elements) of modules	No
Requirements for progression between one Stage and another	No
Placement requirements	Partially
Attendance requirements	No
Professional practice requirements	Yes
Degree classification	No
Other	

Interim or exit awards are not accredited.

Free text for description which is not covered by the options above.

(Maximum 50 words)

Repeat if necessary for more than one PSRB.

SECTION E: PROGRAMME STRUCTURE AND REGULATIONS

Complete and insert Part B of the [Programme Regulations Form](#), for questions 39 and 40

Name of programme: *Media Production*

Title of final award: *BA with Honours*

Interim awards¹: *Certificate in Media Production; Diploma in Broadcast Media Production; Ordinary degree in Media Production; BA Honours in Media Production. The BA Honours in Media Production is awarded to students who gain a degree under the University's progression regulations but do not meet the additional progression requirements specified below to meet PSRB requirements.*

Accreditation: *The programme is accredited by Creative Skillset SSC.*

University Regulation (please state the relevant University Regulation): *4.2.1*

Regulations apply to students commencing their studies from (please state the date / intake that these regulations will apply to students for each Stage):

Regulations apply to students	Date the regulations apply	Intakes affected
Stage 1		
Stage 2		
Stage 3		
Stage 4		

Stage 1

Core modules:

Code	Title	Credits
MAC 101	Introduction to Media and Cultural Studies	20
MED 105	Formats and Storytelling	20
MED110	Media Production Skills	20
MED 107	Introduction to Audio and Radio Production	20
MED 108	Introduction to Television and Radio Broadcasting	20
MED 126	Starting Your Media Career	20

		TOTAL: 120
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Optional Modules

N/A

Elective Modules

N/A

Progression Regulations

None

Stage 2

Core modules

Code	Title	Credits
MAC 201	Media Studies 1	20
MED 226	Developing Your Media Career	20
MED 222	Shoot. Edit. Share. Self-Shooting Online Video	20

Optional modules

You will choose at least one module from the radio list and then further modules may still be taken "Practical Options" The modules listed are those currently available but these lists maybe reduced or expanded during the module planning process in advance of each academic year.

Radio

Code	Title	Credits
MAC 209	Radio Production	20
MAC 212	Live Radio and Commercial Production	20

Practical Option: 40 credits of modules (including those above and in grid below)

Code	Title	Credits
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MAC 275	Video Documentary	20
MED 242	Podcasting	20
MED 219	Television Studio: Production Development	20
MAC 249	The Moving Camera	20
MED 203	Digital Fictional Film 2	20
MAC 282	Digital Video Effects	20
MAC 274	Scriptwriting	20
MAC 253	Experimental Digital Film Production	20
MAC 202	Cultural Theory and Popular Culture	20
MED 216	Researching Media in Everyday Life	20

MED 218	Sexual Cultures	20
MAC 203	American Film and Society	20
MAC 234	British Cinema	20
MAC 285	Animated Film	20

Progression Regulations

A fail in modules cannot be compensated so you must pass each module with an overall mark of 4Q%.²

Stage 3

Core modules (Students choose a project module)

Code	Title	Credits
RAD300	Radio Project	40
MED326	Media Project	40

Optional modules

You should at least one module from Media, Cultural or Film Studies

The modules listed are those currently available but these maybe reduced or expanded during the module planning process in advance of each academic year.

Code	Title	Credits
MAC 301	Media Studies 2	20
MAC 302	Cultural Theory and Popular Culture 2	20
MAC 366	Film, Horror and the Body	20
MAC 387	Science Fiction & Fantasy Television	20
MED 305	Hitchcock	20
MED332	Popular Music Cultures	20
MED 334	Body and Culture: Ethnographic Approaches	20

MED 335	Media, Place and Mobility	20
MED 336	Researching Sound (Radio and Film)	20

Once you have selected module(s) from the above, select modules up to a total for the stage of 120 credits.

Code	Title	Credits
MAC 358	Radio Drama	20
MAC 359	Radio Documentary and Feature Production	20
MAC 375	Documentary Production 2	30
MAC382	Screenwriting for TV and Film	20
MED 318	Advanced Digital Post Production	20
MED341	Advanced Digital Fictional Film	20
MED 327	Radio Broadcasting	20
MED 338	Television Studio: Format Factory	20
MAC 307	Video Documentary 2	20

Elective modules

There is no provision for an elective module at Stage 3.

Progression Regulations *You must achieve a pass of 40% in each of the elements of assessment in modules in order to pass the module. In addition these modules cannot be compensated so you must achieve an overall pass of 40% in each module².*

Routes: *Students are able to join one of two named routes in “television” or “radio” at the end of the stage 2. They can also remain on a broad route, which offers no named route after the degree title.*

² This limits compensation within AND between modules

The programme gives you the opportunity to develop skills which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. The skills which this programme is designed to develop are listed below.

For example, you will develop skills in working with teams to deliver complex projects, or spend time researching information before presenting that in essays, presentations or media work. Throughout this you will grow in confidence and gain skills in gathering information and extracting meaning. You will also develop skills in using complex equipment and IT systems, that demonstrate your ability to master highly specialised applications and environments.

SECTION F: ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

41. What are the admissions requirements?

The University's standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements which are in addition to those regulations are given below.

The current entry requirements for this programme is as specified in the Fees and Entry Requirements section on the programme page on the University's website.

Entry from a University of Sunderland Foundation Year *Yes – Integrated Foundation Year*

Can students enter with advanced standing?	Yes	
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If yes, to which Stages?

Stage 1	
Stage 2	✓
Stage 3	✓
Stage 4	

If yes, with what qualifications?

The course can also take direct entry to stages 2 and 3 two or three depending on prior experience or having suitable qualifications such as HND or Foundation degree. The key criteria here will be based on relevant previous experience and this will be assessed at interview, through a portfolio and on the application form; unless articulation agreement exists. Students should be suitably experienced with skills and experiences that are aligned to the programme.

The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of

Prior Learning (APL). Full details can be found [here](#) but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

42. What kind of support and help will there be?

a. in the department:

Every student receives personal copies of the programme handbook or has access to them online. These contain a wide range of information including the current Induction information and the relevant safety policy as well as information on how to access the full University Services.

Every student, at the beginning of the induction period, is supplied with detailed timetables of the induction activities and of the course on to which he/she has enrolled.

Students requesting or showing signs of needing additional support or who have specific learning needs will be advised and directed to the support available. All students are asked to complete induction evaluation questionnaires to comment on the effectiveness of the induction programme.

On commencement of the programme, all students are allotted a personal tutor who will support them through their studies. Both the personal tutor and the programme leader support students by helping them to understand and navigate through the modular credit scheme and also, where appropriate, by acting as a signpost to refer students to any of the other support systems within the University or beyond.

Tutorials will normally take place at least twice a term (and more often as necessary) in order to discuss programme-specific issues and identify any personal difficulties and to help to develop and maintain the students progress file. Students normally see their personal tutor individually at appropriate points during each term to discuss their progress. Students will be referred to Student Services, Financial Counsellor, Students Union and other appropriate agencies who offer expertise to deal with issues of a more personal nature. Students are informed about the careers service, the counselling service, the chaplaincy and the international student service during induction and when necessary during tutorials. The careers service delivers aspects of the programme at Stages 2 and 3.

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service which offers advice and support across the full range of personal and academic problems which students may encounter. Students wishing to lodge a complaint or an appeal can seek advice from the Students' Union or from Academic Services. Full details of all these services can be found on the University's web-site. Where appropriate, academic or support staff in the Faculty will sign-post students to these specialist services.

b. in the university as a whole:

The University provides a range of professional support services including [wellbeing](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

43. What resources will I have access to?

On campus		In a partner college		By distance learning	
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On campus

General Teaching and Learning Space	✓
IT	✓
Library	✓
VLE	✓
Laboratory	
Studio	
Performance space	
Other specialist	
Technical resources	

Specialist Equipment:

The Media Department provision is located on St Peter's Campus, in a purpose-built, newly equipped Media Centre, which opened in September 2003. In August 2009 the media and new media facilities benefited from a £1.5 million pound re-kit, upgrading the video production facilities. All equipment is now fully digital and subject to constant reviewing and updating to ensure parity with industrial practices. A further refresh of TV studio was carried out in 2017.

VLE

All modules and programmes are supported by an online Virtual Learning Environment. Each module will maintain a space on the VLE, where you will find the module guide and materials to support your learning. Some modules will also collect your assignments via a dropbox on the VLE.

University Library resources

University Library Services offer a range of resources, both in print and online, in support of University learning, teaching and research activities. The three site libraries provide information collections, a variety of study spaces, IT facilities and experienced library staff during core hours, with online services and support available at any time off-campus. In addition, both The Murray and St. Peter's libraries offer 24/7 access during main teaching weeks.

On joining the University, you can attend a Library Induction session and library staff are available to help with enquiries during library opening hours. In addition, library staff are experienced in working with academic colleagues in designing and delivering customised Information Skills workshops, either timetabled sessions embedded into core modules or individual sessions provided on request. These workshops provide students with the skills they need to identify and evaluate information from both print collections and electronic sources, including subject specific databases and gateways, online journals and other quality sources available on the Internet. Students can also access subject specific help sheets, online tutorials, FAQs and many more sources of information on the Library website www.library.sunderland.ac.uk

Information about the University's facilities can be found [here](#).

44. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	x
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

Whilst there are no formal additional fees, you may wish to buy small or even large items of equipment. The media centre equipment store stocks sufficient equipment to cater for all students; however some students choose to buy their own cameras, audio recorders or laptops to use in productions. This is not compulsory and students who choose not to purchase their own equipment are not disadvantaged.

45. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Faculty Academic Committee, also has student representation. This allows students to be involved in higher-level plans for teaching and learning. At university level Students are

represented on University level Committees by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

Undergraduate programmes only: Final-year students are also invited to complete a National Student Survey (NSS) which asks a standard set of questions across the whole country. The results of this are discussed at Programme Studies Boards and at Faculty Academic Committee to identify good practice which can be shared and problems which need to be addressed. We rely heavily on student input to interpret the results of the NSS and ensure that we make the most appropriate changes.

SECTION G: QUALITY MANAGEMENT

46. National subject benchmarks

The Quality Assurance Agency (QAA) for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found [here](#).

Are there any benchmark statements for this programme?	YES	
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The subject benchmark(s) for this programme is/are: Communication, Media, Film and Cultural Studies

There are no benchmarks for this programme.

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

47. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Programme Studies Board and the Faculty in turn reports issues to the University's Quality Management Sub-Committee (QMSC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. Quality Assurance Agency (QAA) review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).

Please also complete and insert the [SITS form](#).