



Course Title	BA (Hons) Digital Television Production
Final Award	BA (Hons) Digital Television Production
Interim Awards	Certificate of Higher Education in Digital Television Production Diploma of Higher Education in Digital Television Production
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	P311
HECOS code (with Subject percentage Splits if applicable)	
QAA Subject Benchmark	Communication, Media, Film and Cultural Studies December (2019)
External Accrediting Bodies	NA
Apprenticeship Standard used to inform the development of the course (if applicable)	NA
Accelerated Degree Option	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Level 6 Top Up Option (online only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Study Load	<input checked="" type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time
Mode of study	<input checked="" type="checkbox"/> Face-to-face
Delivery Location(s)	<input checked="" type="checkbox"/> Ravensbourne University campus <input type="checkbox"/> Online
Length(s) of Course(s)	3 years FT 6 years PT
Type (open/closed)	Open
Validation period	Five years (September 2022 – September 2027)
Intended First Cohort Start Date	September 2022
Date produced/amended	July 2022
Course Leader	Kerry Masters
Course Development Team Members	David Morgenstern Claire Russell Gianpaolo Bucci
Course Administrative Contact	Yvonne Ochuba

Course Description

BA (Hons) Digital Television Production is a hands-on, practice-based course designed to prepare you for a career in the film and/ or television industries. Using sector relevant technologies and broadcast standard facilities, you will develop a deep and critical understanding of the entire film and television production spectrum. From the word go your experience will be hands-on, nurturing the skills and experience required to produce innovative film shorts, features, TV shows, commercials and documentaries.

Ravensbourne has offered audio-visual education and training for over 40 years and we are known in the industry for the high calibre of our graduates. Our strong industry links and connections ensure that you have regular guest speakers, live briefs, and experience bespoke training from specialist practitioners. A work-based learning module in your second year will help to get you 'industry-ready,' embellished by dedicated careers support throughout your studies.

In this film and television production course at Ravensbourne University London, you will cover all aspects of the production and distribution journey – from financial backing to building a fan base. With an emphasis on hands-on training, you will have access to high specification digital cameras, grip equipment, lighting and green screens to hone your technical skillset. You will be granted access to high-end computer labs loaded with the latest digital applications for post-production editing.

Taught through a blend of practice and theory-based learning, which includes lectures, workshops, seminars and self-directed study, the BA (Hons) Digital Television Production degree is led by production and broadcast experts with excellent industry experience.

The first year focuses on development of craft skills (Production Skills & Technologies), industry awareness (Professional Life Practice) and deepening contextual understanding of moving image forms (Factual and Drama Production). Production projects within both semesters require you to collaborate, juxtaposing craft skills workshops with more analytical sessions to enhance contextual understanding.

Critical thinking will be enhanced from the beginning of the first semester with intermittent research methods sessions, developing your powers of analysis gradually throughout your three years of degree study.

Similarly, a focus on your career aspirations will be motivated by employability workshops designed both to broaden your insights into moving image industries and to equip you with practical skills and knowledge. Enhanced industry awareness in the first year will lead to development of your CV and online profile, while later years will focus on the practicalities of operating as a freelancer, the mechanics and dynamics of enterprise and entrepreneurship, and how best to manage, protect and commercially exploit your talent and intellectual property.

During the second year, you will be encouraged to specialise in subject areas that align with your career aspirations. You will choose to deepen your skills, knowledge and understanding in relation to up to three specialist moving image disciplines.

While the main thrust of contextual study in the first year focuses on conventions, in the second year the emphasis shifts towards experimentation and subversion of these conventions as you will be encouraged to push the boundaries of what is possible in the creation of moving image content.

Building upon craft skills honed throughout your first year, these skills will be deployed throughout a series of production projects that will run throughout both semesters. You will collaborate with students from beyond this course, routinely working outside your comfort zone to hone soft skills and develop your emotional intelligence (communication, problem solving, empathy).

In the third year, you will be encouraged to continue to collaborate but in a necessarily more self-directed mode. You will be encouraged to deploy your practice through a Final Major Project, your calling card for prospective employers. Contextual understanding and critical

thinking will deepen as you undertake a Professional Practice Research Project, aligned specifically to your career aspirations.

Course Aims

- Development of craft skills relevant to filmmaking and TV production (camera, lighting, sound, editing, production planning & management, studio and location-based multicamera production)
- To foster collaborative skills required within this sector (emotional intelligence: problem solving, communication, empathy)
- To interface with industry to provide work-related opportunities that enhance employability
- Development of intellectual capability to contextualise production, while also enhancing research skills to enable critical analysis of contemporary issues and debates

Course Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **BA (Hons) Digital Television Production**, students will be able to:

Explore	Demonstrate a nuanced and critical knowledge of a particular area within moving image industries
Create	Choose appropriate moving image content creation processes and use them, producing near-professional results
Influence	Demonstrate a nuanced and critical knowledge of moving image industries and their place in society
Integrate	Critically engage with complex primary and secondary sources, in self-directed study, to produce lucid, evidence- based arguments

Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **BA Digital Television Production** students will be able to:

Explore	Demonstrate a rich and intricate appreciation for a particular area within moving image industries
Create	Work autonomously on moving image content creation processes, with support and advice from tutors and peers
Influence	Demonstrate a rich and intricate appreciation for moving image industries and their place in society
Integrate	Work autonomously on research and practice, producing professional-quality reports

Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **Diploma of Higher Education in Digital Television Production** students

will be able to:	
Explore	Demonstrate a growing appreciation for a particular area within moving image industries
Create	Apply moving image content creation processes, with support and advice from tutors and peers
Influence	Demonstrate detailed knowledge of moving image industries and their place in society
Integrate	Demonstrate clear understanding and basic evaluation relevant to moving image sectors and production processes

Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **Certificate of Higher Education in Digital Television Production** students will be able to:

Explore	Demonstrate a basic appreciation for a particular area within moving image industries
Create	Apply moving image content creation processes, with support
Influence	Demonstrate a basic knowledge of moving image industries and their place in society
Integrate	Demonstrate understanding and basic evaluation relevant to moving image sectors and production processes

Ravensbourne University Assessment Criteria	
Explore	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

Core Competencies

Each module learning outcome should be aligned to at least one competency.

Competency	Definition	Aligned Assessment Criteria
Cognitive	<p>The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include:</p> <ul style="list-style-type: none"> • Evaluate their own beliefs, biases and assumptions • Evaluate strengths, weaknesses, and fallacies of logic in arguments and information • Apply lesson from the past or learned knowledge and skills to new and varied situations • Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques • Devise and defend a logical hypothesis to explain observed phenomenon • Recognize a problem and devise and implement a plan of action 	Explore, Create, Integrate, Influence
Creative	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	Create
Professional	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	Integrate, Influence
Emotional, Social and Physical	<p>Emotional -The intrapersonal ability to identify, assess, and regulate one's own emotions and moods; to discriminate among them and to use this information to guide one's thinking and actions and where one has to make consequential decisions for oneself. Attributes may include:</p> <ul style="list-style-type: none"> • Self-awareness & regulation (including metacognition) • Mindfulness • Cognitive flexibility • Emotional resilience • Motivation • Ethical decision- making <p>Social - The interpersonal ability to identify & understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:</p> <ul style="list-style-type: none"> • Managing your audience • Coordinating with others • Negotiation • Creativity • People management • Leadership & entrepreneurship • Service orientation 	Explore, Influence, Integrate

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	<ul style="list-style-type: none"> • Active listening • Coaching and mentoring 	
	<p>Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include:</p>	
	<ul style="list-style-type: none"> • Self-discipline & management • Attention • Reaction & response time • Cognitive & muscle memory • Managing stress • Physical resilience 	
Cultural	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	Influence, Integrate
Enterprise and Entrepreneurial	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	Create, Influence, Integrate
Digital	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	Explore, Create, Integrate, Influence
Ravensbourne Return	<p>Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador.</p> <p>Demonstrate a knowledge of current events and social issues</p> <p>Identify their personal convictions and explore options for putting these convictions into practice</p> <p>Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.</p>	Explore, Create, Influence, Integrate,

Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
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Based upon the QAA Benchmark for Communication, Media, Film and Cultural Studies December 2019:

Teaching, learning, and assessment reflects the specific aims, emphases and learning outcomes of this very practical, hands-on course. Students are made aware of these aims at the outset of each module through the introduction of the Module Brief.

Students benefit from exploring a wide range of materials and sources, drawn from a range of academic and non-academic contexts.

Throughout, learning strategies acknowledge, respect and encourage a wide variety of learning styles and activities, offering a balance between the provision of information (direct or resource-based) and opportunities for active assimilation, application, questioning, debate and critical reflection.

Progression through this course leads to an increasing emphasis on student self-direction and self-responsibility in the teaching and learning strategies deployed. Part of this process involves the development of communicative and research competencies among students.

The teaching and learning strategy for this course promotes the following learning processes:

- awareness raising and knowledge acquisition: the process through which a student is introduced to, and engages with, new areas of knowledge and experience, and broadens and deepens existing knowledge
- conceptual and critical understanding: the process whereby a student engages in critical analysis of texts, fields of knowledge, concepts, and cultural and production practices,

Assessment strategies will include:

- Video submissions
- Essays
- Reports
- Presentations (group and individual)
- Project logs/blogs
- Viva presentations
- Peer assessment
- Software-based project files (particularly for editing/post-production specialism)

A mixture of assessment strategies will be implemented for formative and summative assessments.

Formative Assessment

This form of assessment will monitor development of skills and can provide the student with vital feedback, which they can use to inform further learning and development. Formative assessments help staff to identify students who require increased support and helps students to recognise strengths and weaknesses within their own academic work. It also allows for a vital safe environment for students to experiment and be allowed to make mistakes.

Summative Assessment

This form of assessment evaluates student learning at the end of the module and allows the student to be awarded a final mark for the module as part of the process. Summative assessments are reflective of the learning outcomes of the module and draw upon skillsets/concepts that the student has developed as part of the modules learning and teaching content.

These assessment strategies and methods demonstrate how students will be able to achieve the course learning outcomes above.

<p>testing their analysis against familiar or preconceived understanding</p> <ul style="list-style-type: none"> • practice experience: the process through which a student acquires practical experience, skills and the opportunity for creative expression and/or thinking in a range of activities, from empirical research to production work • critical reflection: the processes through which a student acquires and reflects on new knowledge and understanding, and on their own learning experiences and performance. <p>Learning and teaching methods reflect the specific aims, emphases and learning outcomes of this degree course, and provide an appropriate balance of:</p> <ul style="list-style-type: none"> • lectures; demonstrations; screenings; seminars; workshops; work simulations; tutorials; group and individual project work; live projects; supervised independent learning; open and resource-based learning; e-learning, production practice; • large and small group, and individual, learning and teaching situations • tutor-led, student-led and independent learning sessions • use of a range of technological systems for accessing data, resources, contacts and literature, and for the effective acquisition of production skills. <p>The learning context encourages active engagement with cultural and communicative forms and practices, and with examples from the history of film and contact with a variety of academic and non-academic speakers or organisations.</p>	
Work-Based Learning	
<p>In keeping with the Digital Television Production course's commitment to equip students with the attributes of 'critical practitioners' needed for the contemporary world of work, we recognise the value of experiential learning through placement and workplace observation.</p>	

Taking advantage of Ravensbourne's London location, the modules will include industry speakers, talks and workshops, and give students the opportunity to develop networking skills leading to placements.

Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 4				
FIL22100	Production Skills and Technologies	x	Mandatory	40
FIL22102	Moving Image Industries	x	Mandatory	20
FIL22105	Storytelling On Screen	x	Mandatory	20
PLP22103	Professional Life Practice: Developing your Practice	x	Mandatory	20
PLP22106	Professional Life Practice: Exploring your Practice	x	Mandatory	20
			Total	120
Level 5				
TEL22201	Options Block 1		Mandatory	20
TEL22202	Options Block 2		Mandatory	20
TEL22204	Options Block 3		Mandatory	20
FIL22205	Collaboration	x	Mandatory	20
PLP22203	Professional Life Practice: Applying your Practice	x	Mandatory	20
PLP22206	Work-Based Learning	x	Mandatory	20
			Total	120
			Total	240
Level 6				
TEL22301	FMP1 Portfolio		Mandatory	40
TEL22302	FMP2 Exhibition		Mandatory	40
FIL22304	Professional Practice Research Project	x	Mandatory	20
PLP22303	Professional Life Practice: Situating your Practice	x	Mandatory	20
			Total	120
			Total	360

Learning Hours

Learning Hours (per 20 credit module excluding the Work-Based Learning)			
Staff – Student Contact Hours		Independent Study Hours	
Taught hours	48	Independent Study, Self-Directed Study and Assessment	152
Total		200	

Course Regulations

Entry Requirements

Please refer to the institutional regulations on the expected minimum entry requirements (found under Section 5 of the General Academic Regulations found on the website [here](#)), and the course page on the [Ravensbourne University website](#) for course specific entry requirements.

Applicants to BA (Hons) Digital Television Production will be assessed on an individual basis, are required to submit a portfolio/showreel and may have to attend an academic interview.

Accreditation of Prior Learning (if applicable)

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure and Student Transfer Plan.

Conditions for Progression

Students will be deemed to have passed a module if they achieve a 40% for undergraduate students; or a 50% for postgraduate students.

A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

Reassessment of Failed Elements

Failure in any component will result in a Fail grade for the component.

Non-submission in any component will result in a non-submission for the component.

Students must then successfully retrieve the failed or non-submitted component by resubmission of assessment in order to pass the module.

Where a student does successfully retrieve a component failure, the grade for the component will be capped at 40% (undergraduate) or 50% (postgraduate) (except where Extenuating Circumstances have been approved). The overall grade for the module will be calculated using all achieved grades where there are 2 or more components.

Conditions for the Granting of Awards

A student who completes an approved course of study, shall be awarded BA (Hons) Digital Television Production

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate of Higher Education in Digital Television Production provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in Digital Television Production provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
3. BA Digital Television Production (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

Any derogation(s) from the Regulations required?

NA

Student Support

<https://www.ravensbourne.ac.uk/student-services>

Assessment Regulations

<https://www.ravensbourne.ac.uk/staff-and-student-policies>

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Course Learning Outcomes	LO1	LO2	LO3	LO4
Level 4 Modules				
FIL22100 Production Skills & Technologies		X		
FIL22102 Moving Image Industries	X		X	X
FIL22105 Storytelling On Screen	X		X	X
PLP22103 Professional Life Practice: Developing your Practice		X	X	
PLP22106 Professional Life Practice: Exploring your Practice		X	X	
Level 5 Modules				
TEL22201 Options Block 1	X		X	X
TEL22202 Options Block 2	X		X	X
TEL22204 Options Block 3	X		X	X
FIL22205 Collaboration		X	X	
PLP22203 Professional Life Practice: Applying your Practice		X	X	
PLP22206 Work-Based Learning	X			
Level 6 Modules				
TEL22301 FMP1 Portfolio		X		
TEL22302 FMP2 Exhibition		X	X	X
FIL22304 Professional Practice Research Project	X		X	X
PLP22303 Professional Life Practice: Situating your Practice	X		X	X

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Course Diagram

	Semester 1	Semester 2		
Level 4	FIL22100 Production Skills & Technologies 40 credits			
120 credits	FIL22102 Moving Image Industries 20 credits	FIL22105 Storytelling On Screen 20 credits		
	PLP22103 Professional Life Practice: Developing your Practice 20 credits	PLP22106 Professional Life Practice: Exploring your Practice 20 credits		
	Semester 1	Semester 2		
Level 5	TEL22201 Options Block 1 20 credits	TEL22204 Options Block 3 20 credits	PLP22206 Work- Based Learning 20 credits	
120 credits	TEL22202 Options Block 2 20 credits	FIL22205 Collaboration 20 credits		
	PLP22203 Professional Life Practice: Applying your Practice 20 credits			
	Semester 1	Semester 2		
Level 6	TEL22301 FMP1 Portfolio 40 credits	TEL22302 FMP2 Exhibition 40 credits	FIL22304 Professional Practice Research Project 20 credits	
120 credits	PLP22303 Professional Life Practice: Situating your Practice 20 credits			