



Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face-to-face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	<i>MA Editing and Post Production</i>
Module	4933 FT; 4932 PT
Module Lead	Stefania Marangoni
Shared Modules?	None

Changes to sequencing of modules:

No change required	Changes Required from this year – To return to previous sequencing	
Module code and name (please list by level)	S2→S1	S1→S2
FAM_7_ROE – The Role of the Editor	S2 > S1	
FAM_7_TAE – The Art of Editing		S1 > S2

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode	Changes to contact hours
All modules	<p>The course is moving towards a blended learning approach –</p> <p>Students will be expected to primarily follow the course online, through a series of pre-recorded lectures, tasks to be completed independently and weekly group appointments on Zoom.</p> <p>There will be 2-3 touch down points on campus per semester.</p>	No changes to contact hours planned at this point.

Removal / Alterations of placements

No change required	None required
Module or course and name	Change / alteration to placement
Placements are arranged by individual students directly with the post-production companies we are in contact with. They are usually scheduled to take place in Semester 2 and are entirely at the discretion of the companies themselves.	

Additional course costs

Change required	All students must have access to a MacBook and AVID Media Composer.	
Module code and name	Changes to additional course costs	
	Current	New

Additional information

Any additional information
<p>Students will be required to have access to a MacBook or PC Laptop with adequate RAM to run AVID MEDIA Composer 2019/2020. The university is putting a laptop purchasing scheme in order to enable this.</p> <p>Resit assessments for both semester 1 and semester 2 will be geared towards completion of work in an off-campus environment. In a scenario where we lose access to campus and facilities, we will switch between the original and resit assessment.</p> <p>Where students are unable to attend any on-campus activities (for shielding, or any other accepted reason), the default offer will be the resit assessment as the first opportunity.</p> <p>For further information please contact the Course Director, Stefania Marangoni s.marangoni@lsbu.ac.uk</p>

Original Course Specification

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information			
Final award title(s)	MA Editing and Post Production		Course Code(s) 4933 – FT 4932 - PT
Intermediate award title(s)	Single CPD module award for: Role of the Editor The Art of Editing Visual Effects Colour Grading & Finishing		
Awarding Institution	London South Bank University		
School	ACI		
Division	Film and Media		
Delivery site(s) for course(s)	Southwark		
Mode(s) of delivery	Part time and Full time		
Length of course	Part time 21 months and Full time 13 months		
Approval dates:	Course(s) validated	New Course	
	Course specification last updated and signed off		
	Version number		
Professional, Statutory & Regulatory Body accreditation	N/A		
Reference points:	Internal	University and School of Arts and Creative Industries strategic plans. LSBU Academic Regulations	
	External	UK Quality Code for Higher Education Subject Benchmarks - Communication, Media, Film and Cultural Studies National Level Descriptors	
B. Course Aims, Features and Outcomes			
Distinctive features of course	The MA Editing and Post Production course (EPP) offers the opportunity to study part-time or full-time utilising our excellent, purpose built media facilities in The Elephant Studios at LSBU. The teaching is delivered by teaching and industry professionals, emphasising professional collaborative workflows and the roles of all personnel in the editing department in the context of digital film production. Subjects covered include: the art and craft of editing with Avid Media Composer; the role of the editor within the editing department and within the larger production workflow; digital cinema recording (e.g. Log C) and distribution		

formats (e.g. Rec.709); colour correction and colour grading; visual effects and audio post production. A final Major Project module will allow students to produce the sort of rigorous and robust professional outputs likely to attract prospective employees.

The course offers deep exposure to the skills, knowledge and creativity required to get a secure foothold in the competitive world of Editing and Post Production. We aim to produce job-ready postgraduates who have the know-how and insight required to embark on careers in the challenging context of the creative industries, delivering professional practice skills around freelance work, enterprise, and new economic models for the creative industries.

The MA is designed for students who wish to further their skills, enhance their experience and establish new contacts, while developing their professional career in the industry. The course is delivered by filmmakers whose professional success and industry experience allows them to support students in their ambitions to become confident, creative and employable in the cutting edge editing and post production industries. This means that they will leave the course with specialist skills that will be readily identifiable to prospective employers both in the context of film and in the wider realm of contemporary media production and delivery.

The balance of practice to theory is approximately 70% practice, 30% theory. All modules include practice and are not only designed to give students the necessary opportunities to learn by doing, and to learn from professional practitioners, but to also apply the conceptual underpinnings of the course in their practice, as discussed in more detail in the course rationale. The theoretical component of modules and the learning outcomes are designed to help students become better and more confident thinkers, and by extension, more intelligent and creative editors. We encourage students to apply the range of skills developed, and to foster networks of opportunity and support, by taking full advantage of interdisciplinary opportunities across the School of Arts and Creative Industries, particularly in Film Practice, Sound Design, and VFX. We aim to develop student's confidence in their ability to collaborate with other practitioners in an open and professional manner.

Students will realise the true value of the MA through their immersive engagement with digital production technologies in the collaborative environment — and by marrying these with a critical and reflective approach both to their own learning and established conventions of practice — thereby ensuring that they become employable across a range of Post Production Industries. Although students will, through the very structure of the course, be encouraged to think about their own areas of strength and expertise, the flexibility and openness of the programme will leave them many opportunities to explore their own expressive potential. Students will also be able to be strategic by graduating with a solid understanding of current trends in the Post Production Industries, evidenced in the course through discussion and written explanation.

Teaching and learning is through written and practical project work, lecture, workshops, seminars, supported by visits, industry Meet Ups and through contact with invited speakers from industry, and live briefs. Our research work also draws on these sources for partnerships, knowledge development, and applied research opportunities. This will benefit students through proximity and research-informed teaching.

The course encourages students to innovate and experiment, while providing a critical and analytical framework, where learning is practice-led, and collaborative opportunities in the discipline are nurtured and supported. The curriculum recognises the importance of evolving mobile platforms, second screen and the

Internet as a creative destination for content. EPP students will exit the programme with a portfolio that showcases their skills, which will in turn provide them with a strong basis for approaching employers. LSBU's dynamic central London location also provides a wealth of opportunities for students to engage with practitioners in one of the world's preeminent filmmaking capitals. The modules and award structure reflect the commitment to achieving professional standards needed by the industry, alongside academic and theoretical perspectives designed to produce reflective practitioners.

Practical skills:

Practical skills are developed progressively, with 'Role of the Editor' acting as an introduction to workflows and a range of practical editing skills. Tuition on all modules acknowledges the acquisition of prior learning, so student learning is geared to the individual. Contact with industry through placements allows students to both understand real-world practice in the workplace and gain experience of this. We know that work placements are important, as are networking relationships with editors, line producers and production companies, and will encourage these in relation to the student's circumstances.

The Employability Unit's input to the MA is augmented by sessions with industry speakers, looking at examples of each job grade. The course will explore possibilities of film for the web, such as web based/ multiplatform/second screen modes of production and consumption and new business models and funding opportunities for film.

The course will make full use of the edit suites, sound studios, film studio, green screen facilities, and the cinema in the Elephant Facility. In addition, students can work with the VR lab in the School of Engineering, and the Green Screen studio in the School of Informatics. They can also explore motion capture and performance capture techniques, working with actors from the Division of Arts and Performance. We also have creative interdisciplinary relationships with VFX and Sound Design courses, and students will have access to a fully equipped Dolby Atmos studio. We will provide access to *Inside the Edit*, *Lynda.com* and other online tutorials in order to encourage students to continually consolidate and refresh their skills, something that is of high importance in the film industry, where software and technology changes so rapidly. An understanding of the aesthetics of film and industry practices will be consolidated through critique, screenings, and visits to facilities, for example, Pinewood Studios (<http://www.pinewoodgroup.com/our-studios/uk/pinewood-studios>).

Professional and Transferrable Skills:

The development of professional and transferrable skills is embedded in each module of the course. In addition, students' competencies in professional practice are gradually developed through visits from industry professionals, attendance at industry meet ups, potential internal projects for London South Bank start-up companies, and through working with the Film Practice, VFX and Sound Design courses. In this way we will encourage the EPP students to be seen as a source of expertise and talent (if they so wish) for related projects within the School of Arts and the Creative Industries.

The course takes into account the importance of transferable skills in postgraduate study programmes. We will support the building and consolidation of professional practice and employability skills, embedded throughout the course, and exercised through student briefs. In order to evidence these transferrable skills, students will be encouraged to manage increasingly complex projects over the year, or two years, of the course (depending on mode). London South Bank University supports the development of entrepreneurialism, self-

study, self-reliance, and project management skills, as all these assist life-long learning. This is through links with the Clarence Centre Enterprise Unit as well as via networks of small, medium, and large businesses across London. Our employability unit works with students to provide training, CV tutorials, and connections with companies for potential work experience placements. The course also aims to develop a student's personal skills, such as emotional intelligence (for example through group work, and networking).

The ability to problem solve is seen as a critical element of working in the Film industry. The MA EPP links practice and theory in order to produce postgraduates who are able to review the 'bigger picture' and problem solve using analytical skills. Students will be encouraged to maintain portfolios, showreels, blogs, and reflective diaries, in order to both exercise and document their developing understanding of the EPP industry. Practical projects will also offer opportunities to evidence students' digital literacy and proficiency in the discipline.

Intellectual skills development:

The EPP course has intellectual and cognitive skills development running through every module. Students will gain an historical and conceptual understanding of their subject, and engage with complex theorisation of their field drawn from the latest scholarship. They will benefit from a training that encourages the development of an autonomous and enquiring mind backed up by an understanding of conceptual frameworks. A wider view of the Creative Industries and how they relate to each other is given in the Major Project module. This will allow students to develop an overview of the Creative Industries, and of industry collaborations and work flows. The aim of the final Major Project is to give students an opportunity to express their intellectual, creative and practical skills development, and a level of understanding that will be key to their careers in the EPP Industry.

Course Aims

The MA Editing and Post Production course aims to:

1. Enable students to develop skills, knowledge and understanding in the practice of Editing and Post Production across genres and formats.
2. Provide students with a study environment in which to develop, evaluate and extend individual professional/ industrial practice and to foster knowledge and critical interrogation of Editing and Post Production practices
3. Ensure that students gain a systematic and comprehensive understanding and knowledge of appropriate research techniques and methods in support of postgraduate, self-directed study
4. Support students in the development of a capacity for critical and meta-critical reflection on practical, theoretical and professional work undertaken, by themselves or peers
5. Provide students with the means for establishing and understanding the place of their own projects within the context of relevant and contemporary professional debates within Editing and Post Production practices
6. Equip students with a set of transferable skills that will have utility in a wide range of careers including, but not limited to, the media and cultural industries sector.
7. Recognise issues relating to employment and self-employment in relation to current, and changing, industry/professional needs, while providing students with the opportunity to gain professional experience of Editing and Post Production, through work placement, shadowing and industry engagement.

<p>Course Outcomes</p>	<p>a) Students will have knowledge and understanding of:</p> <p>A1 The relevant practical, theoretical and professional contexts of study within the field of EPP</p> <p>A2 Appropriate methodologies to plan, sustain and implement an ambitious body of original work</p> <p>A3 Past, present and future film industry trends, with consideration of how these trends impact on delivery methods, platforms, consumption and employment.</p> <p>A4 Complex EPP processes and matters of collaborative authorship, including the way that different professional roles intersect with one another and with technological and creative workflows</p> <p>A5 The professional context in which student work is situated and the appropriate communication tools required to engage with its intended audience</p> <p>Teaching and learning strategy: Acquisition of A1-5 takes place through a combination of lectures, seminars, group work, project tutorials, workshops and crits.</p> <p>Students have the opportunity to develop their knowledge and understanding through:</p> <ul style="list-style-type: none"> • Visits to facilities, the BFI and other cultural and commercial film spaces • Guest speakers from a range of film and post production organisations • Presentations and pitches • Critical review and feedback sessions on work-in-progress • Production and discussion of practical EPP projects • Reflective and critically engaged writing (reflective diaries, essays, analyses, reports, production blogs, etc.) • Visits from, and to, industry experts, such as cinematographers, editors, sound designers and VFX specialists <p>In particular, a good deal of work is done in group and individual tutorials as well as student led presentation and discussion. Self directed study and research is also very important in acquiring new knowledge. Module leaders provide material on-line and are also explore the use of on-line educational technologies (e.g. Moodle, Lynda.com and Inside the Edit).</p> <p>Assessment: Assessment is both formative and summative, and a variety of assessment methods are used to test learning outcomes: practical productions, oral presentations and pitches, written coursework, and reflective and reflexive exercises. Individual work and contribution to collaborative projects will form part of the assessment process.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1 Exercise a high degree of independent thought and learner autonomy in the implementation of individual research and specific practice projects</p>
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B2 Show originality in the application of new knowledge, together with a practical understanding of how established techniques and enquiry are used to create and interpret knowledge of the discipline

B3 Articulate ideas, concepts, and processes to a specialist and broad audience putting into practice new knowledge acquired in a professional context

B4 Clearly articulate, defend and sustain an ambitious body of work that places the projects within relevant critical debates and professional contexts, drawing on and extending current ways of thinking

Teaching and learning strategy:

Acquisition of B1-4 is developed through lectures, individual and group tutorials, seminar work and assignments based on subject theory and analysis of existing work. Additionally, briefs set for practical work encourage students to explore theoretical frameworks in relation to their work.

A central tenet of the teaching and learning strategy requires students to be proactive participants in the development of intellectual skills through discussion and project development. The more detailed intellectual skills outlined in B3-B4 are developed and encouraged through tutorial discussion, independent research and study, and coursework projects. Students are expected to develop their independent study for both practical and written coursework, culminating in the Major Project module.

Assessment:

A variety of assessment methods are used to test learning outcomes, including: essays, practical and research projects and critical evaluations. As students progress through the programme, assessment methods reflect the expectation that students will exhibit greater autonomy in their learning, will refine their intellectual skills and will approach their work in a more critical and analytical way.

c) Students will acquire and develop practical skills such that they are able to:

C1 Demonstrate an understanding and engagement with an experimental approach to forms of postproduction and research

C2 Produce practice work that is informed by, and contextualised within relevant theoretical issues and debates, and which demonstrates an understanding of forms, structures and audiences

C3 Plan and implement a project of self-directed and systematic practice based research using appropriate research skills and methodologies

C4 Identify appropriate practices within a professional and ethical framework, and understand the continuing need for professional development.

C5 Operate within a variety of work environments utilising entrepreneurial and freelance skills.

Teaching and learning strategy:

Acquisition of C1-5 is developed through hands-on practical sessions,

critical feedback and review, technical exercises, and exposure to professional practice (e.g. Arri camera and editing and postproduction workshops). Modules will provide students with an opportunity to undertake research for production, explore new technical skills before embarking on their Major Project. Regular visits by media professionals, personal tutorials and formative feedback on performance and assessments support student learning at all levels of the programme.

Assessment:

A variety of assessment methods are used to assess practical skills, including: practical EPP projects, screenings, oral presentations and pitches supporting documentation (e.g. edit logs, workflows, proposals, etc.), research files and production blogs. Self-reflection and peer reflection is a key element of assessment of practical skills and knowledge.

d) Students will acquire and develop transferrable skills such that they are able to:

D1 Demonstrate employability through a reflective understanding of how knowledge and skills developed in academic study and practical work translate into the professional context. Apply entrepreneurial skills in dealing with audiences, clients and consumers

D2 Demonstrate critical learning skills: the ability to function as an effective self-directed learner, using the range of resources and skills available responsibly and ethically; the ability to relate their studies to career and personal development

D3 Demonstrate appropriate communication skills dependent on the audience, context and setting.

D4 Demonstrate the ability to work effectively as part of a team and apply this to the processes of film production. Demonstrate, at different times, the ability to listen, contribute and lead effectively.

Teaching and learning strategy:

Acquisition of D1-4 takes place through a range of learning opportunities. Communication skills are developed within a range of contexts, from formal and informal presentations, writing (reflective writing, professional and academic writing), class discussion and group projects. Modules give students the opportunity to explore professional working practices, including dealing with clients, defining audiences and working collaboratively in the film production phases.

The self directed nature of study at this level means that the ability to manage time and tasks is emphasized throughout the programme, as is the ability to undertake self-development.

Assessment:

Student performance is tested through formal pitching and oral presentations; individual and group practical projects, reflective logs, and production of project documentation including supporting pre-production material.

FORMATIVE ASSESSMENTS ACROSS THE COURSE:

	<p>These apply to learning through practice, in seminars and tutorials, and at the completion of particular projects or certain stages in the course. They are designed to monitor and reflect on progress, identifying areas of interest and achievement, as well as focusing on objectives for future development. Marks, but more generally timely feedback, are useful in indicating the student's progression.</p> <p>Formative assessments include:</p> <ul style="list-style-type: none"> i) formal individual/group tutorials ii) group critique or seminar and/or after group presentations iii peer group critique iv) pitches and presentations (to staff/students and/or industry professionals) v) mid and end of module reviews <p>They are formally monitored and documented (through tutorial records), indicating broad areas of achievement, using the same criteria as those applied to summative assessment.</p>
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C. Entry Requirements

Pre-requisites for this course	<p>Applicants should have some basic practical experience of editing and post production and are required to supply a link to online samples of their film and video work when applying.</p> <p>For postgraduate study, an average IELTS score of 6.5 or equivalent is required for students whose first language is not English</p>
Co-requisites for this course	N/A
Qualifications required for this course	<p>To be considered for entry to the MA Editing and Post Production applicants will be required to demonstrate the following:</p> <ul style="list-style-type: none"> •A first degree (2:2 or higher) in a relevant subject; or •A Higher National Diploma in a relevant subject; or •A minimum 3 years' post-qualification experience in a relevant field

D. Additional Information

**FULLTIME MODE - MA Editing and Post Production
Course Structure**

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Role of the Editor – Avid 1 (40 credits) • Visual Effects – After Effects (20 credits) 	<ul style="list-style-type: none"> • The Art of Editing – Avid 2 (40 credits) • Colour Grading & Finishing – Da Vinci Resolve (20 credits)
<ul style="list-style-type: none"> • Major Project (Supervised – 60 credits) 	

**PART-TIME MODE - MA Editing and Post Production
Course Structure**

YEAR 1 — SEMESTER 1	SEMESTER 2
Role of the Editor – Avid 1 (40 credits)	The Art of Editing – Avid 2 (40 credits)
YEAR 2 — SEMESTER 1	SEMESTER 2
Visual Effects – After Effects (20 credits)	Colour Grading & Finishing – Da Vinci Resolve (20 credits)
Major Project (Supervised – 60 credits)	

Course Modules

Module Code	Module Title	Level	Semester	Credit value
	Role of the Editor	L7	S1	40
	Visual Effects	L7	S1	20
	The Art of Editing	L7	S2	40
	Colour Grading & Finishing	L7	S2	20
	Major Project	L7	S1 and 2	60

List of Appendices

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where programme outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules		Programme outcomes																	
Level	Title	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4
7	Role of the Editor	T	D	TA	TA		D	D	TA		D	TA	TA	TA	D	T	D	T	TA
7	The Art of Editing	TA	TA	D	D	TA	TA	TA	D	TA	TA	TA	TA	D		D	D	D	
7	Visual Effects	TA	D	TA	TA	TA		D	TA	D	D	TA			D	D	D	D	TA

7	Colour Grading & Finishing	D	D	D	TA			TA	D		TA	TA		T	D	D	T	TA	TA
7	Major Project	TA	TA	D	D	TA	TA	TA	A	A	D	A	TA		D		A	A	D

Curriculum Map

D =DEVELOPED

T = TAUGHT

A = ASSESSED

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a process that all learners in Higher Education are required to participate in. The main aims of PDP are to help the learner to reflect on their learning, performance and achievements, and to help them prepare effectively for their career beyond university by planning their own personal, educational and career development goals.

On the MA Editing and Post Production the overall shape of PDP provision will be wide ranging and take a variety of forms from:

- Liaison with DDS and Student Life Centre for support and input as required
- Sessions that focus on students' study skills
- One-to-one tutorials
- Group work on assignments as preparation for professional practice
- Reflection on practice work
- Professional Practice input from outside speakers and industry professionals
- Professional screenings and external shows to showcase work
- Specific sessions which focus on careers and employability

In particular, PDP is inherent in the evaluation and reflective practices which are embedded in the teaching and learning of created work as well as what it means to be engaged in the film professions. Students are required to reflect upon and critique their own and the work of others as part of their exploration of their specific professional role. Students produce CVs, portfolios of production and written work and they develop a career plan.

PDP aims to involve students in the following tasks:

1. Identifying **Connectivity** within the course (the **developmental logic** of modules within the course)

2. **Recording** and mapping students' respective **journeys** through the course and identifying how things they have created are dependent upon those things they have previously created
3. **Self Assessment** (relative to self, peers, specialism, grades, development of networks)
4. Making clear **plans** to consolidate progress and ensure ongoing development

Mapping Grid for Personal Development Planning for Editing and Post Production

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	<p>Addressed</p> <p>Tutorials with academic staff and Course Director</p> <p>All modules offer tutorial support</p> <ul style="list-style-type: none"> • Staff keep weekly office hours and encourage students to meet their tutor as often as needed throughout the academic year. • Students are encouraged to contact staff by email for advice and feedback Moodle VLE and User Groups are part of the course teaching, learning and communication strategy
2 Supporting the development and recognition of skills in academic modules/modules.	<p>Addressed</p> <p>Developed and reinforced in all modules.</p> <p>All coursework develops research skills</p> <ul style="list-style-type: none"> • Library induction • Writing skills workshop, including referencing and writing for different platforms • Tutorials to offer feedback on developing work • Library sessions on research software • Project support through tutor supervision
3 Supporting the development and recognition of skills through purpose designed modules.	<p>Addressed and Assessed</p> <ul style="list-style-type: none"> • Degree-specific modules focus on conceptual and practical skills development - Colour Grading & Finishing, The Role of the Editor • Modules include reflection that develops students towards independent production work • Practical modules develop students team working skills
4 Supporting the development and recognition of skills through research projects and dissertations work.	<p>Addressed and Assessed</p> <ul style="list-style-type: none"> • Research and analytical skills developed in The Art of Editing, • Dedicated research methods developed in Major Project
5 Supporting the development and recognition of career management skills.	<p>Addressed</p> <p>Guest speakers drawn from industry to advise on career pathways and approaches to employment, including freelance work and enterprise.</p>

	<p>Staff are research active and practising professionals and are ideally placed to advise students on career management.</p> <ul style="list-style-type: none"> • Portfolio development included in all modules • Students produce promotional material/website to support career development • Jobs, internships and work placements are disseminated via Moodle
<p>6 Supporting the development and recognition of career management skills through work placements or work experience.</p>	<p>Addressed</p> <p>Sessions delivered by the Employability & Careers Service to encourage students to engage in careers related placements and volunteering.</p> <ul style="list-style-type: none"> • At induction students are advised of the benefits they can gain through participation in Student Union activities and societies. • Students are encouraged to attend exhibitions, seminars, talks and events via VLE • Staff alert students to extra-curricular guest speakers from industry, both at the University and elsewhere. • Opportunities to become course representatives, ambassadors and student mentors are posted on the VLE.
<p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p>	<p>Addressed</p> <p>Developed and reinforced in all modules.</p> <ul style="list-style-type: none"> • Modules encourage, support and develop networking, organisational and team management skills. • Students are encouraged to network through external organisations and using social media • All coursework develops a relationship to professional development
<p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>	<p>Addressed</p> <ul style="list-style-type: none"> • Employability Unit seminars • Student engagement with University Enterprise Team • Attendance on University Careers and Employability workshops
<p>9 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.</p>	<p>Addressed and Assessed</p> <p>Tutorials with academic staff and Course Director</p> <p>Reflective diaries and production paperwork</p> <p>All modules offer tutorials</p>