Bournemouth University

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Media and Communication
Final award(s), title(s) and credits MA Post Production Editing (180 credits)	
Intermediate award(s), title(s) and credits PGCert. Post Production Editing (Requires 60 credits) PGDip. Post Production Editing (Requires 120 credits)	
UCAS Programme Code(s) (where applicable and if known)	**HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.** 100887
External reference points The UK Quality Code for Higher Education in particular: • Part A – Setting and maintaining academic standards (Comprising) • Chapter A1: UK and European reference points for academic standards • Chapter A2: Degree-awarding bodies' reference points for academic standards • Chapter A3: Securing academic standards and an outcomes-based approach to academic awards • Part B – Assuring and Enhancing Academic Quality	
Professional, Statutory and Regulatory Body (PSRB) links • The International Moving Image Society (IMIS): www.societyinmotion.com • The International Association of Film and Television Schools (CILECT): www.cilect.org	
Places of delivery Bournemouth University, Talbot Campus	
Mode(s) of delivery Full Time	**Language of delivery** English
Typical duration 12 months full-time (September start)	
Date of first intake September 2022	**Expected start dates** September
Maximum student numbers n/a	**Placements** n/a
Partner(s) n/a	**Partnership model** n/a
Date of this Programme Specification June 2024	
Version number v1.2-0925	
Approval, review or modification reference numbers E212212 EC 2122 60, approved 11/7/22 FMC 2324 17, approved 21/02/2024, previously v1.0 -0924 FMC 2324 27, approved 09/05/2024, previous version 1.1 -0924	
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PROGRAMME STRUCTURE

Programme Award and Title: MA Post Production Editing								
Stage 1 / Level 7								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Editing Practice and Debate	Core	40		100%		55	1.0	100887
Storytelling	Core	20		100%		20	1.0	100058
Editing Experiment and Enquiry	Core	40		100%		55	1.0	100887
Approaches to Industry	Core	20		100%		20	1.0	100443
Media Production Masters Project	Core	60		100%		10	1.0	100443
Exit qualification: MA Post Production Editing								

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

MA Post Production Editing aims to produce graduates who combine the technical skills, creative abilities and contextual insights to enable them to work in the postproduction industry as it is currently constituted, as well as to be instrumental in the development of that industry in the future. The aims are as follows:

1. To provide students with advanced study of the evolution, aesthetics and critical function of post production editing in a range of cultural contexts;
2. To prepare students for and/or develop a career in the post production editing field by developing skills to a professional or equivalent level, or as preparation for research or further study in the area;
3. To provide students with the development of the critical ability to apply knowledge and understanding of post-production editing to complex issues, both systematically and creatively, to improve working practice;
4. To provide students with the enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to the post production working environment.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

This programme is informed by and aligned with the BU 2025 strategic plan and fusion ethos to inspire learning, advance knowledge and enrich society through the fusion of education, research and practice. The BU 2025 values of excellence, inclusivity, creativity and responsibility are woven throughout the programme.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection and *practice*).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 7 INTENDED PROGRAMME OUTCOMES

A: Subject knowledge and understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
A1 Demonstrate an in-depth practical and theoretical understanding of forms and processes in editing for film and/or television, including ethical issues; **A2** Demonstrate in-depth critical and reflective understanding of editing methods within the relevant cultural, industrial and historical context; **A3** Demonstrate knowledge of contemporary technical principles and requirements for the creation and delivery of edited works at a level appropriate for entry into work; **A4** Demonstrate in-depth critical and reflective understanding of current and/or historical cultural contexts of editing including academic enquiry and debate which may include the development of original knowledge.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures deliver didactic and contextualising material (A1-A4); • Seminars provide sharing, debate and formative feedback (A1-A4); • Tutorials support students' individual enquiry and development (A1-A4); • Directed and independent reading (A1-A4); • Use of the VLE (A1-A4); • Independent research and practical enquiry (A1-A4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Portfolio-based assessment comprising: o Artefacts produced by the student (A1, 2 ,4); o Written or otherwise critical reflection and analysis of student-produced artifacts (A1, 2 , 4); o Open-book test (A3).
B: Intellectual skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:
B1 Apply reflective practice in the development of practice-based approaches to enquiry; **B2** Apply critical thinking with regard to academic enquiry and practical experiment;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures allow students to discuss and debate delivered material (B1-B4); • Seminars provide sharing, debate and formative feedback (B1-B4);

B3	Contextualise their own and others' work in the milieu of industrial practice and academic debate;	• Tutorials support students' individual enquiry and development (B1-B4); • Directed and independent reading (B3-B4); • Use of the VLE (B1-B4); • Independent research and practical enquiry (B1-B4).
B4	Evaluate their own and others' work in relation to cultural context, intent, industrial practice and academic debate.	

		Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
		
		• Portfolio-based assessment comprising:
		  o Artefacts produced by the student (B1-4);
		  o Written or otherwise critical reflection and analysis of student-produced artifacts (B1-4).

C: Practical skills This programme provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
C1	Apply editing principles to the solution of complex post production projects and problems, developing culturally appropriate narrative and stylistic outcomes;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Individual and/or collaborative practical post production project work (C1-4); • Workshops deliver technical skills, including with professional software (C2); • Lectures (C3); • Use of the VLE for supporting materials (C1-4); • Tutorials – Masters Project (C4).
C2	Develop skills in the operation of contemporary post production technologies, including appropriate hardware and software;	

C3	Develop skills in the articulation of complex arguments including writing in an academic context and the presentation of work and ideas;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
		
		• Portfolio-based assessment comprising:
		  o Artefacts produced by the student (C1-4);
		  o Written or otherwise critical reflection and analysis of student-produced artifacts (C1-4).

C4	Negotiate, plan, organise and execute complex practical and research-based activities.	

D: Transferable skills This programme provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
D1	Listen to, watch and read complex information, evaluating its meaning in specific contexts, including technical, industrial, cultural and historical;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Individual and/or collaborative practical post production project work (D1-4); • Lectures (D1-D4); • Use of the VLE for supporting materials (D1); • Tutorials – Masters Project (D2-D4).
D2	Articulate and present complex information to both specialist and lay audiences;	
D3	Individually and/or collaboratively, evaluate and synthesise solutions to complex creative and technical issues;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

D4	Work with complex hardware and software to develop solutions to complex technical, creative and academic challenges.	• Portfolio-based assessment comprising:
		  ○ Artefacts produced by the student (D1-D4)
		  ○ Written or otherwise critical reflection and analysis of student-produced artifacts (D1-D4)
		• Open-book test (D1)

LEVEL 7/PG Dip INTENDED OUTCOMES

A: Knowledge and understanding This stage provides opportunities for students to develop and demonstrate knowledge and understanding of*:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:

A1 Demonstrate a practical and theoretical understanding of forms and processes in editing for film and/or television, including ethical issues;
 	
A2 Demonstrate critical and reflective understanding of editing methods within the relevant cultural, industrial and historical context;
 	
A3 Demonstrate knowledge of contemporary technical principles and requirements for the creation and delivery of edited works;
 	
A4 Demonstrate critical and reflective understanding of current and/or historical cultural contexts of editing including academic enquiry and debate.
	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
	• Lectures deliver didactic and contextualising material (A1-A4);
	• Tutorials support students' individual enquiry and development (A1-A4);
	• Directed and independent reading (A1-A4);
	• Use of the VLE (A1-A4);
	• Independent research and practical enquiry (A1-A4).
	
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
	• Portfolio-based assessment comprising:
	  ○ Artefacts produced by the student (A1, 2 ,4);
	  ○ Written or otherwise critical reflection and analysis of student-produced artifacts (A1, 2 , 4);
	  ○ Open-book test (A3).

B: Intellectual skills This stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
B1 Apply reflective practice in the development of practice-based approaches to enquiry; **B2** Apply critical thinking with regard to academic enquiry and practical experiment; **B3** Contextualise their own and others' work in the milieu of industrial practice and academic debate; **B4** Evaluate their own and others' work in relation to cultural context, intent, industrial practice and academic debate.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures allow students to discuss and debate delivered material (B1-B4); • Seminars (B2-B4); • Tutorials support students' individual enquiry and development (B1-B4); • Directed and independent reading (B3-B4); • Use of the VLE (B1-B4); • Independent research and practical enquiry (B1-B4).

	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
	
	• Portfolio-based assessment comprising:
	   o Artefacts produced by the student (B1-4);
	   o Written or otherwise critical reflection and analysis of student-produced artifacts (B1-4).

C: Practical skills This stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
C1 Apply editing principles to the solution of complex post production projects and problems, developing culturally appropriate narrative and stylistic outcomes; **C2** Develop skills in the operation of contemporary post production technologies, including appropriate hardware and software; **C3** Develop skills in the articulation of complex arguments including writing in an academic context and the presentation of work and ideas.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Individual and/or collaborative practical post production project work (C1-C3); • Workshops deliver technical skills, including with professional software (C2); • Lectures (C3); • Use of the VLE for supporting materials (C1-C3).

	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
	
	• Portfolio-based assessment comprising:
	   o Artefacts produced by the student (C1-3);
	   o Written or otherwise critical reflection and analysis of student-produced artifacts (C1-3).

D: Transferable skills This stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
D1 Listen to, watch and read complex information, evaluating its meaning in specific contexts, including technical, industrial, cultural and historical; **D2** Articulate and present complex information to both specialist and lay audiences; **D3** Individually and/or collaboratively, evaluate and synthesise solutions to complex creative and technical issues; **D4** Work with complex hardware and software to develop solutions to complex technical, creative and academic challenges.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Individual and/or collaborative practical post production project work (D1-4); • Lectures (D1-D4); • Seminars (D2, D3); • Use of the VLE for supporting materials (D1).

	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
	
	• Portfolio-based assessment comprising:
	   o Artefacts produced by the student (D1-D4);
	   o Written or otherwise critical reflection and analysis of student-produced artifacts (D1-D4).
	• Open-book test (D1)

Programme Skills Matrix

Units		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
		Programme Intended Learning Outcomes															
L E V E L 7	Storytelling	X			X		X					X		X			
	Approaches to Industry		X				X					X		X			
	Editing Practice and Debate	X	X	X	X	X	X	X	X	X	X	X		X		X	X
	Editing Experiment and Enquiry	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
	Media Production Masters Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

ADMISSION REGULATIONS

Please refer to the course website for further information regarding admission regulations for this programme: MA Post Production Editing | Bournemouth University

PROGRESSION ROUTES

Students who have successfully completed an undergraduate degree in a related subject at Bournemouth University, and IELTS at 6.0 with no lower than 5.5 in each separate sub-element, will be automatically accepted for entry to the MA Post Production Editing.

In order to take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved Articulation route for this programme may be subject to change. Where this happens, students will be informed and supported by the Faculty as early as possible.

ASSESSMENT REGULATIONS

The regulations for this programme follow the University's standard assessment regulations.

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

None