

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Master of Arts - Digital Media: Storytelling and Production <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Postgraduate Diploma (Pg Dip) - Digital Media: Storytelling and Production
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Harrow
Language of delivery and assessment	English
QAA subject benchmarking group(s)	There are no subject benchmark statements for Master's degree in interactive Media
Professional statutory or regulatory body	N/A
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • MA Digital Media: Storytelling and Production, Full-time, September start - 1 year standard length
Valid for cohorts	From 2024/5

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the programme

The MA Digital Media: Storytelling and Production is a practice-focused, research-informed course designed to help students enter and further their careers in the digital media production and publishing industries. It focuses on building students' knowledge and abilities in digital media storytelling formats and production skills, enabling them to first gain basic competencies across a range of platforms and formats and then specialise in the area of their choice.

As such, it provides a clear progression for students with a first degree in a non-media area (e.g. a humanities degree) who now wish to develop their skills in media storytelling and production. In addition, for those who already have industry experience or are looking for a career change, this course provides the tools necessary to develop and extend existing skills by exploring new digital media storytelling and production practices, underpinning this with the wider theoretical perspectives and critical thinking that will help them develop new careers or enhance their professional position.

Although this is predominantly a practice-based course, in both core and optional modules, students will be able to critically explore current developments and debates in the creative industries in order to help evaluate and contextualise their own practice within the professional environment.

Students complete three core modules, choose three optional modules and then do a 60-credit major project. The core modules provide students with a set of key skills in production and storytelling across media platforms and with the theoretical and practical understanding of these areas and the media industry as a whole.

Optional modules allow students to deepen their knowledge of specific areas or to develop a broader understanding of the creative industries and their audiences. Via these optional modules, the course allows students to plot their own route through the degree – they can opt for modules that outline more distinct pathways, though these are suggested rather than enforced. Alternatively, they can mix and match their choices from the range of options. The structure is designed to be student-centred and is aimed at helping them develop in the direction they choose, giving them the skills needed to be either an individual creative practitioner (a solopreneur) or a member of a creative team working within larger organisations.

Students can choose to focus on more traditional areas of media production and storytelling – audio and video, digital publishing and online multimedia. But they will also get the chance to explore immersive and interactive new media technologies and more experimental, non-linear approaches to narrative and content.

Those opting to focus on more traditional platforms as the course develops will get the chance to work on video documentaries and podcasts, on digital and print magazines, online sites, apps and social media content. Those who opt to explore new platforms will create interactive video and audio pieces and experiment with virtual reality and augmented reality. Students can choose to produce more traditional fact-based media like documentaries or to build online content from their own lives and stories

The course leader and personal tutors can advise students on which modules best fit their interests during the admissions and orientation process and over the course of the first semester. Whichever route students choose to follow through the degree, they will complete the course by creating a final major project, using the media storytelling and production approaches in which they have developed specialist skills.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Graduates completing a University of Westminster validated degree will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial

- Global in outlook and engaged in communities
- Social, ethically, and environmentally aware
- Employability Skills & Work Placement Opportunities

The MA Digital Media: Storytelling and Production degree benefits from the support around career development and employability provided by wider university services, from the Careers and Employability Service, which provides a wide range of resources via the Engage platform, along with placement opportunities and one-to-one tutorials, to the Westminster Enterprise Network, which runs events, guest speaker sessions and short courses focused on building students' entrepreneurial skills. Students are introduced to the wide range of employability support during Induction and are encouraged throughout the course to engage with university-wide services.

At the same time, the course itself covers key employability skills in its core modules, building students' knowledge of creative media production sector, the working routines of media professionals and freelancers via module content, assessments and industry guest speakers.

The MA Digital Media: Storytelling and Production course benefits from its location in London, which remains a key global centre for the creative media business. Links to the creative media production sector benefit the course in a number of ways: from live briefs sourced from industry and the opportunity for students to pitch ideas to professionals to opportunities for placements at, and site visits to, key companies and talks and presentations by experienced industry guests.

In addition, the course is supported by industry standard resources, from media production kit to up to date multimedia production studios. Students can access cameras, recorders and the software they need to create both more traditional audio/video and online work as well as innovative AR and VR projects.

The MA Digital Media; Storytelling and Production focuses on specialist skills (detailed below). But on completion of the course students will also have developed a number of general skills that any practitioner must have if they are to be successful. These skills include:

- Group working: students will be able to (a) work effectively within a group both as group leaders and/or group members; (b) clarify tasks and make appropriate use of group members' abilities; (c) negotiate and handle disagreement and conflict with confidence; and (d) participate effectively in any peer review process;
- Accessing learning resources: students will be able to locate and use a full range of learning resources to carry out literature reviews and engage in research activity;
- Self-evaluation and autonomy: students will be able to reflect on their own and the performance of others; participate effectively in the peer review process and analyse and identify ways to improve practice; know how to advance their knowledge and understanding, how to recognise their development needs and develop new skills to a high level;
- Management of information: students will be able to competently undertake research tasks with minimum guidance; sieve through information clutter to identify relevance, to organise and present information effectively using different media;
- Critical thinking: students will be independent and self-critical learners, who can critically assess ideas and concepts;
- Presentation and communication: students will engage confidently in academic and professional communication both orally and in writing with others, reporting on action clearly, autonomously and competently;
- Problem solving: students' capacity for independent learning and self-evaluation will equip them to regard problems as challenges and adopt the problem-solving approach required for professional life and continuing professional study, including making professional and ethical use of others where appropriate.
- Entrepreneurship/Career Development/Marketing: students' understanding of business models and industry trends will equip them with the ability to plan sustainable and fulfilling careers and to develop and execute their own business ideas. Students will be able to market themselves and their work effectively, either on their own or via creating briefs for marketing specialists
- Inclusivity: students will develop open and inclusive ways of working in the media, both on their own and in teams, that recognise the need to represent the different interests and communities that come together in modern diverse societies.
- Creativity: students will be able to develop innovative ideas and solutions to problems, using a range of processes to generate and then develop ideas

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 001 Develop media production skills across a range of formats and platforms, alongside the ability to use relevant hardware and software where appropriate, attaining a high level of proficiency in your chosen specialist area of media production. (PPP)
- 002 Demonstrate an in-depth knowledge of key linear storytelling, content creation and design and production approaches across a range of media platforms and formats and apply that knowledge to your own more specialist production work. (PPP)
- 003 Establish an in-depth knowledge of more complex interactive and non-linear approaches to media storytelling across a range of media platforms and apply that knowledge in a critically informed way to their own narrative work. (PPP)
- 004 Articulate, and apply to your own practice work, an advanced critical understanding of the media production sector, in the UK and globally - the kinds of companies, organisations and creative professionals that make up the sector, its business models and revenue strategies, its organisational structures and working routines, with a particular focus on the opportunities afforded by new technologies for multi-skilled, cross platform and entrepreneurial independent working. (KU)
- 005 Synthesise and confidently express a critical understanding of the key theories and research approaches used to analyse media storytelling and production, from its organisational structures and funding to its specific outputs and audiences, with a particular focus on how the sector in general is affected by broader historical, political, social and cultural contexts. (KU)
- 006 Develop an informed critical response to current debates and recent changes in creative factual content and the media production sector, in particular how it has responded to changes in technology and the needs of a more diverse society, and then apply this knowledge in production work that encourages innovation and inclusion, new approaches and engagement with diverse audiences and communities. (KU)
- 007 Demonstrate an in-depth knowledge of the ethical and legal guidelines and regulatory regimes that inform the work done by media production professionals and an informed ability to work effectively within these constraints. (KU KTS)
- 008 Research and interpret the context in which media storytelling and production work takes place, using a variety of approaches, judging the appropriateness of the methodologies used, and recognising alternative approaches; and assess the challenges and opportunities this context creates for creative professionals. (KU SS)
- 009 Work proactively, both with others and independently, to formulate solutions to real world challenges and opportunities in media storytelling and production by: evaluating strategies for developing ideas; planning media projects; creating and producing innovative content across different platforms; identifying and gaining sources of funding; and engaging and communicating effectively with a range of stakeholders – from commissioning editors and funders to target audiences. (PPP KTS SS)
- 010 Design and undertake substantial investigations into significant areas of practice relating to media storytelling and production via the development and creation of a professional standard media product that addresses a problem or opportunity and is informed by and contextualised within relevant theoretical issues and debates with the media production sector. (KU PPP KTS)

How will you learn?

Learning methods

Our learning and teaching methods aim to be culturally inclusive, encouraging home and international students to engage positively with all students on the cohort and to value diversity.

We aim to provide a range of modes of learning, including, for example, individual work, group work and opportunities for online, on-campus and off-campus learning (through site visits to media production companies and events).

Learning Methods

Students on the Digital Media: Storytelling and Production Masters programme learn through a variety of methods. These include:

- **Problem-Based Learning:** students develop their skills and their critical understanding of creative technologies by tackling a specific problem. With support from the tutor, this offers a more engaging way of exploring the subject material and is a key way the course aims to help students develop the core competencies they need
- **Active Learning:** this allows students control of their own learning through practical work or class discussion, which allows them to explore ideas that might be delivered initially via lectures, at their own pace, again within a supportive context developed by the tutors
- **Work-Based Learning:** students also have the opportunity to learn through live briefs from industry partners (which might form formative or summative assessments or extracurricular activity on the course)
- **Blended Learning:** since the pandemic, this has been fully embedded into, and a standard part of the way students learn – online technologies and virtual learning environments (VLEs) are used by staff to support learning in the classroom. This can involve everything from supporting independent study via access to relevant textual and video materials to using collaboration and communication tools to support group work and projects. This Flipped Classroom approach means students are encouraged to read and watch lecture-based material before exploring concepts via a creative task or problem in a workshop
- **Student-Led Learning:** students are encouraged to read widely and consume a broad range of material, and to use knowledge from readings in their practical workshops. They are encouraged to use their own areas of expertise to support each other's learning. Students on the course come from a range of different backgrounds – they are supported and encouraged to share and discuss personal knowledge and experience of an issue in tutorial/seminar groups.

Teaching methods

Teaching approaches on the course are varied according to the needs of each module, and strategies for teaching and learning are published in every module handbook. The main teaching and learning methods on the course include the following:

Lectures: these are used to present information and act as a springboard for students' research and discussion on a given subject; to build on the assigned readings and explore and examine contextual issues, and to present an opportunity to engage with the key themes of the module.

- **Seminars:** these are used to support students' learning on the module through small group discussions of detailed theoretical content, techniques and ideas.
- **Workshops:** small and medium-size groups of students develop work in progress tutored by specialist staff.
- **Practical demonstrations:** small and medium-size groups of students attend demonstrations of techniques and technologies with active student participation.
- **Tutorials:** one to one contact between a specialist member of academic staff and a student conducting independent research or a creative project; tutorials aim to support individual research and practice.

NB As this is a very practical course, teaching will be delivered on-campus, in classrooms or studio spaces. If a particular session might work better online, then it will be delivered in that way. But practical sessions and demonstrations will always be on campus as this remains the most productive way for students to engage with media techniques and technologies. With one-to-one tutorials, a flexible student-centred approach will be taken - tutorials can be on-campus or online, depending on what works best for students - many of whom may have to fit tutorials around the demands of work.

Equality, Diversity and Inclusivity are at the heart of the course design. The course takes a global perspective, and looks at storytelling in different cultures and contexts. Students will learn how to through write for global audiences, and will explore representation, identity and impact in storytelling. Students will develop open and inclusive ways of working in the media, both on their own and in teams, that recognise the need to represent the different interests and communities that come together in modern diverse societies. Option modules give you the chance to investigate and discuss current debates around self-representation, diverse selves and different identities. You can also develop skills in active inclusiveness and engagement with diverse audiences and communities.

Assessment methods

There are no formal examinations on the course. Students are assessed by a variety of methods including:

- Academic essays to develop research, critical thinking and argumentation skills
- Practical projects based on live briefs to develop real world problem solving - these may be individual or involve an element of group work
- Practical projects with open briefs to encourage students to develop their creative skills - again, these may be individual or group projects
- Class exercises including simulated workplace activities
- Pitch sessions, and presentations to develop public speaking skills and confidence

Students on the course will be assessed by formative and summative assessments.

Formative assessments are designed to give students early feedback (non-marked, constructive feedback, for example after class presentations). It is part of the programme's culture of continuous feedback, which aims to support students as they work on completing their summative assessments. Peer review can be part of the formative assessment process, with students encouraged to offer feedback on work in progress presented by their peers.

Summative assessments usually happen at the mid-point of a module and at the end. In some modules the two summative assessments are linked – the first might focus on researching an idea and the critical and industry context for a media project/story, the second on creating and producing the story.

Summative assessments are marked in accordance with the Assessment Criteria detailed in the module proforma – these assess the extent to which students have attained the module's Learning Outcomes.

Assessment Procedures: details of the assessment methods and criteria for each part of the coursework and the schedule of coursework assignments, including methods and dates of submission and deadlines for the return of marks and tutor feedback are provided in the module handbook.

Assessment Events: summative assessment often focuses on the creation of a media storytelling project or a media production. The work is handed in and marked. But practical work can also be assessed through a process of peer group presentations. This involves students individually, and /or in teams presenting work to tutors and peers. This supports the students' ability to present their work in public, and to develop critical judgement in relation to their own and others' work. In addition, it promotes a professional collaborative culture on the course with regards to the completion and practical realisation of work to tight deadlines and prepares students for careers working in creative teams.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	002, 003, 004, 005, 006, 008, 010
Literate and effective communicator	001, 002, 003, 008, 009, 010
Entrepreneurial	004, 007, 009, 010
Global in outlook and engaged in communities	004, 006, 007, 010
Socially, ethically and environmentally aware	005, 006, 007, 010

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

This section shows the core and option modules available as part of the MA Digital Media: Storytelling and Production course and their credit value. Full-time students will normally complete 180 credits over one academic years.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level for example where you must choose one of two specific modules.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7INME007W	Interactive and Immersive Storytelling	Core	Various	20	10
7INME011W	Major Project	Core	Various	60	30
7JRNLO23W	Media Storytelling	Core	Various	20	10
7JRNLO12W	Multimedia News Reporting	Core	Various	20	10
7JRNLO24W	Digital Magazine Publishing	Option	Various	20	10
7MEST005W	Digital Marketing	Option	Various	20	10
7JRNLO03W	Documentary Skills	Option	Various	20	10
7INME003W	Interactive and Immersive Media Production Skills	Option	Various	20	10
7INME006W	Me, My Team and Our Project	Option	Various	20	10
7JRNLO09W	Media Law, Ethics and Regulation	Option	Various	20	10
7INME008W	Podcast Production	Option	Various	20	10
7INME009W	Self-Representation and Digital Practice	Option	Various	20	10
7MUMNO10W	Start-up Incubator and Digital Entrepreneurship	Option	Various	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

N/A

Course management

The MA Digital Media: Storytelling and Production is taught within the Westminster School of Media and Communication in the College of Design, Creative and Digital Industries. It is based on the green site of Harrow Campus, shared with Westminster School of Arts and the highly acclaimed research institutes CAMRI <https://camri.ac.uk/about-us/> and CREAM <https://cream.ac.uk/>.

The management structure supporting the course is as follows:

- The Course Leader is responsible for the day-to-day running and overall management of the course and development of the curriculum. The Course Leader holds regular meetings with student representatives to hear and act on feedback.
- The Head of School holds academic responsibility for the course and for the other undergraduate courses run within the Westminster School of Media and Communication.
- The professional and research practice of the course team ensure that we reflect current and emerging real-world concerns and demands, through regular staff meetings as well as formal and informal interaction between the staff and outside industry professionals. All course staff participate in annual appraisal and observation of their teaching by their colleagues. This can inform staff development through course or conference attendance and research / professional activity.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from

the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©