PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	N/A
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	N/A
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	BA (Hons), BA, Diploma of HE, Certificate of HE
Award title	BA (Hons) Broadcasting, Journalism and Media Communications
JACS 3 code	P300/P500
UCAS code (available from Admissions)	PP35 PP3M (4 years including Foundation Year)
Relevant QAA subject benchmark statement/s	Communications, media, film and cultural studies 2008
Other external and internal reference points used to inform the programme outcomes	
Mode/s of study *(p/t, f/t, distance learning)*	Full Time and Part-time
Language of study	English
Date at which the programme specification was written or revised	May 2014 Updated May 2015 Updated September 2017 – changes to level 4 modules Updated Jan 2021 – APSC approved AM2 to replace HUM542 with CMT522

Criteria for admission to the programme

For entry onto the programme students will need:

either: a minimum of 260 points at level three or equivalent, to include two subjects at A2 level

or: a pass in a relevant Access to Higher Education programme.

Applicants must also have a good standard of numeracy and literacy, i.e., Grade C or above in GCSE Mathematics and English/Welsh Language or equivalent. Entry application to the degree programme by international students will be subject to academic consideration relevant to their country of previous study, and English language entry criteria of IELTS 6.0 (with no element below 5.5) or equivalent using a secure English language test (SELT).

Applicants who do not have the academic entry requirements, but who can demonstrate they have relevant experience, are also eligible for entry under the University's non-standard entry procedure. Such applicants will be invited to attend for interview and must be able to demonstrate the ability to cope with, and benefit from, the demands of the programme.

Glyndŵr University's Accreditation of Prior Learning (APL) procedures will be applied on an individual basis, within the parameters described in the procedures, to applicants seeking exemption from any part of the programme who are able to demonstrate they meet the criteria for APL.

Foundation Year

This programme is also available in the form of a four year kick-start degree. The kick-start will be offered where an applicant does not meet the entry requirements for the three year honours degree above, or where the department/applicant feel they would benefit from an additional year to gain some additional experience before progression to the full three year degree. Upon successful completion the student will automatically progress to the degree programme. Entry to the four year kick-start programme will be conditional on interview and review of applications to confirm that students are able to satisfactorily complete the programme. The principal criteria for entry will be based on the academic judgement of the admissions tutor and members of the programme team that the applicant will be able to satisfactorily complete the programme. All applicants however must be able to demonstrate a minimum level of competence in English/Welsh Language and in Mathematics or Science, with a pass at Grade C or above in GCSE or an equivalent qualification. Therefore, this route is aimed at:

- Those who don't meet the entry requirements for a full degree
- Those who have been out of education for a while and feel they would benefit from the extra year of preparation
- Those looking to undertake a degree in an entirely new subject area and do not have the subject specific experience necessary to go straight to a degree.

Where an overseas applicant does not meet the entry requirements for the three year honours degree or where the department/applicant feel they would benefit from an additional year to gain some additional experience, the International Foundation Year will be offered. As with the kick-start route, upon successful completion the student will automatically progress to their chosen degree course. Entry application to the International Foundation Year programme will be subject to academic consideration relevant to their country of previous study, and English language entry criteria of IELTS 5.5 (with no element below 5.0) or equivalent using a secure English language test (SELT).

Aims of the programme

The Broadcasting, Journalism and Media Communications programme aims to provide, in the words of the Benchmark statement, 'graduates who have an informed, critical and creative approach both to understanding media, culture and communications in contemporary society, and to their own forms of media, communicative and expressive practice.'

The programme is designed to provide flexible and interdisciplinary practical knowledge and understanding of broadcasting, journalism and media. The general aims of the programme include the following:

- To develop students' knowledge and skills in the use and application of a variety of media forms through developing a range of media products in 'live' situations.

- To develop students' ability to produce their own writing and work, edit the work of others and demonstrate a practical sense of context, audience and effectiveness.

- To provide students with experience of the processes of development of material for the media including design collaboration, drafting, and revision.

- To enable students the opportunity to practise a direct relationship and critical, reflective dialogue with audience, reader and client in the process of developing media material.

- For students to develop a level of practical and generic skills in the use of technical, studio and other equipment related to recording, interviewing, digital design, editing, and web technology.

- To provide critical rigour in the practical application of media practices.

- For students to develop a practical understanding of the management, co-ordination and delivery of multimedia and integrated media practices (working alongside technical experts to deliver dynamic projects).

- For students to develop generic and transferable practical skills in multi-media environments.

- To develop students' sense of creativity, career choice and focus through individually tailored practical assignments and an ongoing process of student / tutor consultancy.

There are seven key areas that define the emphasis of this Honours programme in terms of modal levels of performance. On completion of the scheme a typical student should be able to demonstrate:

- ➢ Understanding and experience of a variety of production processes and professional practices within media, cultural and communicative industries.
- ➢ A firm grasp of journalistic styles across different media platforms and a practised relationship in newsgathering and content production for *specific audiences.

- ➢ A flexible approach to working across a variety of media technologies and the various genres and content structures within those fields. This should include a critically informed competency in the management and operation of production technologies, procedures and processes.
- ➢ Knowledge of the essential principles of media law and ethics and a familiarity with the regulatory journalistic bodies and the functions that each performs.

> ➢ The ability to engage with, take control of and to advance creative processes and the work of colleagues in one or more forms of media or cultural production.
> ➢ The ability to work across a variety of group and independent modes of study, and within these to demonstrate flexibility, creativity, and the capacity for critical self-reflection.
> ➢ The perspective of a global citizen, aware of the impact of one's role in society, and the impacts of the media industries on sustainability and global citizenship.

Distinctive features of the programme

The benefits of studying this particular programme at Glyndŵr University are numerous. There is a strong emphasis on both the academic and the employability factor for prospective graduates. The aim is to produce graduates who are industry ready, with a diverse skill set due to the wide range of creative industries modules provided. This gives our graduates the opportunity to enter careers across the creative industries, from journalism and TV and radio production to public relations and social media.

Lecturers on the programme team have strong industry links and current industry experience, including one team member who is a Sony Gold award-winning freelance radio producer for Johnny Vegas's production company, Woolyback Productions. Staff also have strong links with journalism body the National Council for the Training of Journalists, with the national media through regularly commissioned features and with the public relations industry.

Students also benefit from the extensive facilities in the Centre for Creative Industries, which is also home to the North East Wales BBC offices. In addition, students can potentially gain invaluable experience in radio production and/or presenting through Glyndŵr University-based community radio station Calon FM. Two former students who started their radio career at Calon FM have since been commissioned to write a comedy series for BBC Radio 4 and also work at BBC Radio Shropshire.

The strong employability factor of the programme has also resulted in students finishing the course and going straight into a high profile media job, including joining the social media team at Marks and Spencer Financial Services and being appointed as a journalist at NWN Media.

Programme structures and requirements, levels, modules, credits and awards

The programme is delivered full time over three years or can be taken on a part time basis over six years (60 credits per year).

Full time students are expected to attend the University for a series of two hour scheduled sessions (lectures, seminars and workshops) across the week, (i.e. at least two hours per week for each module if delivered across two trimesters. Usually four hours of taught sessions per week for each module delivered in one trimester.) Self-directed study time accompanies the schedule, and set homework is expected to be completed as a supplement to the contact hours; usually in preparation or follow-up of a taught session or workshop.
Part time students take the same modules as full time students and take one module in trimester 1 and two modules in trimester 2, this pattern is reversed as students move through the programme (1- 2, 2-1 etc.).

Exit awards

Students successfully completing 120 Level Four credits or above and who find they are unable to continue with their studies may be awarded the Certificate of HE in Broadcasting, Journalism and Media Communications.

Students successfully completing 240 Level Four and Five credits or above and who find they are unable to continue with their studies may be awarded the Diploma of HE in Broadcasting, Journalism and Media Communications.

BA Broadcasting, Journalism and Media Communications (Ordinary) may be awarded to students who have successfully completed 300 credits, of which at least 60 are at Level Six.

BA (Hons) Broadcasting, Journalism and Media Communications may be awarded to students who have successfully completed 360 credits

The table on the following page gives an indicative view of where in the timetable the modules will be delivered and who the Module Leader is. All of the modules are core.

Broadcasting, Journalism and Media Communications

Level 4

Trimester 1	Trimester 2
HUM 434 Personal, Professional and Academic Skills 20 credits	ARD 406 Creative Futures 1 20 credits
HUM 412 Ground Floor Journalism 20 credits	CMT 422 Single Camera Production 20 credits
CMT 426 Radio Production 20 credits	HUM 436 Introduction to Media Law and Regulation 20 credits

Level 5

Trimester 1	Trimester 2
HUM 543 Integrated Media Communications 20 credits	
HUM 513 Multi Media Journalism 20 credits	HUM 541 The Media Business 2 20 credits
HUM 540 Media Law in Society 20 credits	CMT522 Research Methods 20 credits
HUM 550 The Commissioning Process – Selling Ideas 20 credits	

Level 6

Trimester 1	Trimester 2
HUM 609 Applied Broadcasting Practice – TV, Radio and Online 40 credits	
HUM 677 Media Project and Portfolio 40 credits	
HUM 676 Case Study/Project 20 credits	
HUM 630 Ethics in the Media 20 credits	

Students opting to take the course on a part-time basis will need to take 60 credits per year over a six year period, selecting from the same module diet as full-time students. This means that they will take two years to complete each level of study. They must take the Personal, Professional and Academic Skills module in trimester 1 of their first year and then select two modules out of the available, taught modules in the second trimester. This 1-2 pattern is then reversed in each year of study, with one module taken in one trimester and two in the second trimester and then the following year two modules taken in the first trimester and one in the second trimester, eg 1-2, 2-1, 1-2, etc. Part-time students are free to choose which other modules to take per trimester in order to make up the 60 credits per year. Part-time students are taught alongside full-time students.

Intended learning outcomes of the programme

The following learning outcomes, set out on a thematic basis, demonstrate how students progress in terms of the themes across the programme.
All modules are core and so the distinction between level 6 ordinary and level 6 Honours can be made as follows.
A student will need to gain 360 credits to be awarded an Honours degree and 300 credits to be awarded an ordinary degree. The 60 level 6 credits that a student needs to obtain in order to gain an ordinary degree must include the 40 credit module Applied Broadcasting Practice – TV, Radio and Online, along with 20 credits from either Case Study/Project or Ethics in the Media.

	Level Four On completion of Level Four, students will have acquired the following:	**Level Five** On completion of Level Five, students will have acquired the following:	**Level Six Ord** On completion of Level Six (Ord), students will have acquired the following:	**Level Six Hons** On completion of Level Six (Hons), students will have acquired the following:
Knowledge and Understanding				
A1	a broad understanding of the economic forces that frame the media, cultural and creative industries, and the role of such industries in specific areas of contemporary political and cultural life	a wide-ranging and considered understanding of the economic forces that frame the media, cultural and creative industries, and the role of such industries in specific areas of contemporary political and cultural life	a detailed understanding of the economic forces that frame the media, cultural and creative industries, and the role of such industries in specific areas of contemporary political and cultural life	a comprehensive understanding of the economic forces that frame the media, cultural and creative industries, and the role of such industries in specific areas of contemporary political and cultural life
A2	a broad understanding of the dynamics of public and everyday discourses in the shaping of culture and society	a wide-ranging and considered understanding of the dynamics of public and everyday discourses in the shaping of culture and society	a detailed understanding of the dynamics of public and everyday discourses in the shaping of culture and society	a comprehensive understanding of the dynamics of public and everyday discourses in the shaping of culture and society
A3	a broad understanding of the development of media and cultural forms in a local, community, regional, national, international or global context	a wide-ranging and considered understanding of the development of media and cultural forms in a local, community, regional, national, international or global context	a detailed understanding of the development of media and cultural forms in a local, community, regional, national, international or global context	A comprehensive understanding of the development of media and cultural forms in a local, community, regional, national, international or global context
A4	a broad knowledge of the legal, ethical and regulatory frameworks that affect media and cultural production, manipulation, distribution, circulation, and consumption	a wide-ranging and considered knowledge of the legal, ethical and regulatory frameworks that affect media and cultural production, manipulation, distribution, circulation, and consumption	a detailed knowledge of the legal, ethical and regulatory frameworks that affect media and cultural production, manipulation, distribution, circulation, and consumption	a comprehensive knowledge of the legal, ethical and regulatory frameworks that affect media and cultural production, manipulation, distribution, circulation, and consumption

	Level Four On completion of Level Four, students will have acquired the following:	Level Five On completion of Level Five, students will have acquired the following:	Level Six Ord On completion of Level Six (Ord), students will have acquired the following:	Level Six Hons On completion of Level Six (Hons), students will have acquired the following:
A5	a broad understanding of how in creative industries individuals, or collaborative project-oriented teams, are formed, operate and complete their work	a wide-ranging and considered understanding of how in creative industries individuals, or collaborative project-oriented teams, are formed, operate and complete their work	a detailed understanding of how in creative industries individuals, or collaborative project-oriented teams, are formed, operate and complete their work	A comprehensive understanding of how in creative industries individuals, or collaborative project-oriented teams, are formed, operate and complete their work
Intellectual Skills				
B1	a broad understanding of the ways in which specific media and their attendant technologies make possible different kinds of aesthetic effects and forms	a wide-ranging and considered understanding of the ways in which specific media and their attendant technologies make possible different kinds of aesthetic effects and forms	a detailed understanding of the ways in which specific media and their attendant technologies make possible different kinds of aesthetic effects and forms	a comprehensive understanding of the ways in which specific media and their attendant technologies make possible different kinds of aesthetic effects and forms
B2	a broad understanding of the audio, visual and verbal conventions through which sounds, images and words make meaning	a wide-ranging and considered understanding of the audio, visual and verbal conventions through which sounds, images and words make meaning	a detailed understanding of the audio, visual and verbal conventions through which sounds, images and words make meaning	a comprehensive understanding of the audio, visual and verbal conventions through which sounds, images and words make meaning
B3	the ability to examine media forms with broad reference to the social and cultural contexts and diversity of contemporary society, and have an understanding of how different social groups variously make use of, and engage with, forms of communication, media and culture	the ability to examine media forms critically with appropriate reference to the social and cultural contexts and diversity of contemporary society, and have an understanding of how different social groups variously make use of, and engage with, forms of communication, media and culture	the ability to examine media forms with appropriately carefully considered reference to the social and cultural contexts and diversity of contemporary society, and have an understanding of how different social groups variously make use of, and engage with, forms of communication, media and culture	the ability to examine media forms with appropriately comprehensive reference to, and understanding of the social and cultural contexts and diversity of contemporary society, and have an understanding of how different social groups variously make use of, and engage with, forms of communication, media and culture
B4	the ability to carry out various forms of basic research for essays, projects, creative productions or dissertations involving sustained independent enquiry	the ability to carry out various forms of wide-ranging research for essays, projects, creative productions or dissertations involving sustained independent enquiry	the ability to carry out in-depth research for essays, projects, creative productions or dissertations involving sustained independent enquiry	the ability to carry out detailed and considered research for essays, projects, creative productions or dissertations involving sustained independent enquiry

	Level Four On completion of Level Four, students will have acquired the following:	Level Five On completion of Level Five, students will have acquired the following:	Level Six Ord On completion of Level Six (Ord), students will have acquired the following:	Level Six Hons On completion of Level Six (Hons), students will have acquired the following:
B5	the ability to understand how to evaluate and draw upon the range of sources and the conceptual frameworks appropriate to research in the chosen area	the ability to evaluate and draw upon the range of sources in appropriate academic depth and the conceptual frameworks appropriate to research in the chosen area	the ability to comprehensively evaluate and draw upon the range of sources and the conceptual frameworks appropriate to research in the chosen area	the ability to comprehensively evaluate and draw upon the range of sources and the conceptual frameworks appropriate to research in the chosen area in order to formulate considered conclusions
Subject and other skills				
C1	the development of an understanding of the basic importance of the commissioning and funding structures of the creative industries and demonstrate the initial abilities to work within the constraints imposed by them	an understanding of the strategic importance of the commissioning and funding structures of the creative industries and demonstrate an increasingly competent ability to work within the constraints imposed by them	the ability to fully grasp the central importance of the commissioning and funding structures of the creative industries and demonstrate the capacity to work within the constraints imposed by them	a professional capacity to work within the constraints imposed by the commissioning and funding structures of the creative industries
C2	the rudimentary ability to manage time, personnel and resources effectively by drawing on planning, organisational, project management and leadership skills	an organised ability to manage time, personnel and resources effectively by drawing on planning, organisational, project management and leadership skills	A more advanced and considered approach to managing time, personnel and resources effectively by drawing on planning, organisational, project management and leadership skills	a professional approach to managing time, personnel and resources effectively by drawing on planning, organisational, project management and leadership skills
C3	the basic ability to initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic media	the ability to initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic media	the advanced ability to professionally and creatively consider, initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic media	the ability to professionally and creatively initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic media
C4	the development of the basic skills to be adaptable, creative and self-reflective in producing output for a variety of audiences and in a variety of media forms.	The further development of skills to be adaptable, creative and self-reflective in producing output for a variety of audiences and in a variety of media forms.	professional competences sufficient to be adaptable, creative and self-reflective in producing output for a variety of audiences and in a variety of media forms.	professional competences sufficient to be adaptable, creative and self-reflective in producing output for a variety of audiences and in a variety of media forms.

	Level Four On completion of Level Four, students will have acquired the following:	Level Five On completion of Level Five, students will have acquired the following:	Level Six Ord On completion of Level Six (Ord), students will have acquired the following:	Level Six Hons On completion of Level Six (Hons), students will have acquired the following:
C5	the ability to produce work which adequately demonstrates an understanding of media forms and structures, audiences and specific communication registers	the ability to produce work which demonstrates a wide-ranging understanding of media forms and structures, audiences and specific communication registers	the ability to produce work which demonstrates a knowledgeable understanding of media forms and structures, audiences and specific communication registers	the ability to produce work which demonstrates a professional and advanced understanding of media forms and structures, audiences and specific communication registers
Professional Skills and abilities and Employability Skills and abilities				
D1	The ability to produce basic work which demonstrates the effective manipulation of sound, image and/or the written word	The ability to produce work which demonstrates the effective manipulation of sound, image and/or the written word	The ability to produce work of a strong standard which demonstrates the effective manipulation of sound, image and/or the written word	The ability to produce work of a professional standard which demonstrates the effective manipulation of sound, image and/or the written word
D2	The ability to produce work showing basic ability in operational aspects of media production technologies, systems, techniques and professional practices	The ability to produce work showing effective capability in operational aspects of media production technologies, systems, techniques and professional practices	The ability to produce work showing advanced in operational aspects of media production technologies, systems, techniques and professional practices	The ability to produce work showing professional and accomplished capability in operational aspects of media production technologies, systems, techniques and professional practices
D3	a demonstrated ability to work in flexible, creative and independent ways, showing self-discipline, self-direction and reflection	a demonstrated ability to work in flexible, creative and independent ways, showing self-discipline, self-direction and reflection	a demonstrated confident and efficient ability to work in flexible, creative and independent ways, showing self-discipline, self-direction and reflection	a demonstrated a professional ability to work in flexible, creative and independent ways, showing self-discipline, self-direction and reflection
D4	a demonstrated basic ability to retrieve and generate information, and evaluate sources, in carrying out independent research then organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms	a demonstrated wide-ranging ability to retrieve and generate information, and evaluate sources, in carrying out independent research then organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms	a demonstrated coherent and considered ability to retrieve and generate information, and evaluate sources, in carrying out independent research then organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms	a demonstrated a clear and professional ability to retrieve and generate information, and evaluate sources, in carrying out independent research then organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms

	Level Four On completion of Level Four, students will have acquired the following:	**Level Five** On completion of Level Five, students will have acquired the following:	**Level Six Ord** On completion of Level Six (Ord), students will have acquired the following:	**Level Six Hons** On completion of Level Six (Hons), students will have acquired the following:
D5	a basic ability to apply entrepreneurial skills in dealing with audiences, clients, consumers, markets, sources and/or users	an ability to apply entrepreneurial skills in dealing with audiences, clients, consumers, markets, sources and/or users	a good ability to apply professional entrepreneurial skills in dealing with audiences, clients, consumers, markets, sources and/or users	a very good ability to apply professional entrepreneurial skills in dealing with audiences, clients, consumers, markets, sources and/or users

CURRICULUM MATRIX

The matrix below is mapped to the programme's module specs, demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

		Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills																			
	Module Title	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Lev 4	Personal, Professional and Academic Skills								X	X	X		X	X	X	X	X	X	X	X	
	Ground Floor Journalism									X	X			X	X	X	X		X	X	
	Radio Production	X	X	X				X		X											
	Creative Futures 1	X										X	X			X				X	X
	Single Camera Production				X	X	X			X				X				X	X	X	
	Introduction to Media Law and Regulation	X		X	X				X	X						X				X	
	Module Title	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Lev 5	Integrated Media Communications								X	X	X		X	X	X	X	X		X	X	X
	Multi Media Journalism				X					X					X				X	X	
	The Media Business 2	X									X					X				X	
	Research Methods				X				X	X	X		X							X	
	The Commissioning Process – Selling Ideas	X		X	X	X	X	X	X	X			X		X	X	X		X		
	Media Law In Society		X	X	X				X	X										X	X
	Module Title	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Lev 6	Applied Broadcasting Practice – TV, Radio and Online (40 credits)			X	X	X	X	X					X			X	X	X	X		
	Media Project and Portfolio (40 credits)				X	X			X	X	X		X	X	X	X	X		X	X	X
	Case Study/Project	X		X	X					X	X	X				X				X	
	Ethics in the Media		X		X				X	X						X				X	

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

A wide variety of teaching and learning methods are used across the programme to cater for the differing learning styles of students. Modules are taught using a combination of any of the following to enable students to work towards achieving the designated learning outcomes: lectures, workshops, seminars, tutorials, visits, presentations and group and individual project work. There is a strong emphasis on interactive teaching and learning, to enable students to engage with the topic at hand.

The programme also aims to encompasses live projects in addition to organising simulated projects, to enable students to apply the knowledge and skills learnt through their modules. Programme staff endeavour to arrange opportunities for students to put their knowledge and skills into practice by working with external bodies. In the case of such live projects, students are given a brief on a relevant topic, as agreed by the relevant outside organisations and Glyndŵr University tutors. This could be, for example, planning and implementing a public relations campaign for a local charity. Representatives from the relevant body are consulted on the students' ideas and progress on a regular basis. Students may also be expected to pitch their ideas to both course tutor/s and those representing the external organisation. The outside body then has the option to make use of the students' work or ideas if they feel it is of an appropriate standard.

External speakers will also come in to the university to talk to students and to share their industry knowledge, alongside speakers from within the university, such as Academic Study Skills and Careers team members.

Students will acquire and practise skills in research, creative and entrepreneurial thinking, language based and legal aspects of the production of increasingly sophisticated and challenging forms of working media environments.

Work is pitched appropriately according to the level of study, with depth of knowledge and criticality and research skills built on over the three years, resulting in a strong element of independent working on specialist projects/essays in the third year.

One to one tutorials and feedback sessions play a crucial role in supporting students to fulfil their potential, with recognition given to the diverse learning styles of our students and the need to motivate the students to learn. These sessions are scheduled within timetabled activity by each specific team member relevant to the module (for instance, an individual or group project would require more tutorial sessions than perhaps sessions on media law), with additional 'open door walk-in' times during term with details of days / hours available clearly communicated to students, for instance on Moodle

There is a strong element of multi-media incorporated into the students' work, reflecting the demands of the creative industries. There is also a strong academic element to this programme, with students expected to engage in critical and reflective thinking and writing and also to undertake independent learning and research. Students begin their key academic study skills journey at level 4 with the Personal, Professional and Academic Skills module and this is built on across the course's modules and also at level 5 with the Professional and Academic Research Methods module.

Moodle is used to support teaching and learning, with resources including module handbooks and lecture and seminar notes made available electronically through this medium. Moodle can also be used as an additional communications tool between staff and students and to enable students to upload assignments and to blog in a protected, rather than public, medium.

The team use both formative and summative assessment techniques to encourage students to build their key skills and to maximise their chances of success in the programme.

Students are expected to undertake preparation for sessions and are required to give presentations or lead discussion. Skills are learned and practised in practical sessions and students evaluate

their own development through media journals and consultation with the tutor. Students are expected to pursue their studies through independent study and research in addition to staff contact time and take part in group activities during class workshops.

Professional practice and career oriented project-based learning, with real clients, is embedded throughout - and is a core feature of the design and ethos of the programme.

Students on the programme will engage with a number of outside organisations and companies through project work, which have previously included, for example, the BBC, The National Trust, Ruthin Castle hotel, Hope House Hospices, North Wales Fire and Rescue Service, North Wales Police, The Woodland Trust, The Association of Voluntary Organisations in Wrexham (AVOW) and Techniquest.

Students also get the opportunity to meet industry representatives through guest speaker slots and to visit the new BBC base at Media City in Salford to tour parts of the BBC buildings and have a Q&A session with a senior BBC representative. Students also get the opportunity to work with Glyndŵr-based community radio station Calon FM to build valuable radio industry experience.

Welsh Medium Provision

There is currently no opportunity for any part of the programme to be delivered through the medium of Welsh, but in line with the University's Welsh Language Scheme, students are entitled to submit assessments in Welsh if they so wish.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment on the programme adheres to Glyndŵr University's Regulations for Bachelor Degrees, Diploma, Certificates and Foundation Degrees.

A range of assessments are used across the programme, having been formulated to be the most appropriate form of assessment/s for each individual module. This range of assessments is intended to give students the opportunity to demonstrate that they have met the intended learning outcomes. These include project work whereby students produce either written work and/or video/audio content, in keeping with the subject at hand. Other forms of assessment used include presentations, essays, portfolios of work, eg journalism, timed tests and reflective journals.

Each module has a set of learning outcomes pitched at the appropriate level of study. These learning outcomes are also linked in to the programme learning outcomes.

Module	Assessment type and weighting	Assessment loading	Indicative submission date
HUM 412 Ground Floor Journalism	Portfolio 100%	4000 words	Wk 11
ARD406 Creative Futures 1	Coursework 100%		Wk13
HUM 434 Personal, Professional and Academic Skills	Portfolio 50% Presentation 50%	2000 words 10 minutes and 1000 words	Wk 13 Wk 12
CMT426 Radio Production	Portfolio 40% Practical 60%		Wk 7 Wk 13
CMT422 Single Camera Production	Coursework 100%		Wk 13
HUM 436 Introduction to Media Law and Regulation	Portfolio 100%	4,000 words (equiv)	Wk 12

Module	Assessment type and weighting	Assessment loading	Indicative submission date
HUM 513 Multi Media Journalism	In-class test 50% Portfolio 50%	90 mins 2000 words	Wk 5 Wk 13
HUM 543 Integrated Media Communications	Portfolio 75% Presentation and report 25%	3000 words 5 minutes plus 500 words	Wk 10 (Tri 2) Wk 8
HUM 550 The Commissioning Process - Selling Ideas	Presentation 50% Brand portfolio 50%	10 minutes and 1000 words 2000 words	Wk 6 Wk 12
HUM 541 The Media Business 2	Presentation 50% Portfolio 50%	5 mins, 1000 words 2500 words	Wk 11 Wk 13
CMT522 Research Methods	Presentation 30% Essay 70%	10 mins 2500 words	Wk 5 (Sm2) Wk 13 (Sm2)
HUM 540 Media Law in Society	Essay 50% Essay 50%	2000 words 2000 words	Wk 5 Wk 10
HUM 609 Applied Broadcasting Practice – TV, Radio and Online (40 credits)	Online digital portfolio 100%	8000 words (equiv)	Wk 12
HUM 677 Media Project and Portfolio (40 credits)	Portfolio 100%	8000 words (or equiv)	Wk 10 (Tri 2)
HUM 676 Case Study	Project 100%	4000 words	Wk 13
HUM 630 Ethics in the Media	Portfolio 100%	4000 words (or equiv)	Wk 8

Assessment regulations that apply to the programme

Bachelor Degrees, Diplomas, Certificates and Foundation Degrees

(No derogations)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- *At least 50% of the credits at level 6 fall within the higher classification*
- *All level 6 modules must have been passed at the first attempt;*

Deciding module is HUM609 Applied Broadcasting Project which is a 40 credit module at level 6. This should fall within the higher classification.

Programme Management

Name	Post	Subject/Responsibility
Angela Ferguson	Senior Lecturer	Module Tutor (Broadcasting, Journalism and Media Communications)
Stephen Kenyon	Senior Lecturer	Module Tutor (Broadcasting, Journalism and Media Communications)
Mike Wright	Principal Lecturer	Programme Leader Module Tutor

The Broadcasting, Journalism and Media Communications programme team comprises of staff based within the subject area of the Creative Industries.

There is an overlap of roles on the programme and its success is dependent on collaboration between all members of the teaching team. The team communicates daily on an informal basis.

Staff biographies

Angela Ferguson

Angela is an award-winning press and public relations professional with experience across the public, private and charity sectors. She is a Fellow of the Higher Education Academy, with a Postgraduate Certificate in Professional Development in Higher Education. She is currently studying for a Masters in Education and has a special interest in the teaching of journalism and media communications.

Angela has worked in journalism in North Wales and the North West, along with various roles in the public relations (PR) industry, including being a media spokesperson for a national parenting charity, where she undertook regular media and radio interviews and was also involved with national campaigns and was part of a Government parenting committee. While community engagement manager for Airbus in the UK, she helped manage the world's media at major launches. She also oversaw VIP and ministerial visits involving David Cameron and Gordon Brown. In 2011, she received a PR industry award for her role in the region's largest sport and physical activity festival for schools, aimed at encouraging more children to take up and enjoy different sports. This high profile and successful event involved arranging for Olympic medal-winning athlete Kriss Akabusi to come along and inspire school children.

Stephen C. Kenyon

Stephen C. Kenyon has experience of teaching across a variety of disciplinary areas including; English, Media, Film, Video Game analysis and design, and approaches to New Media. He is reading for a PhD at Aberystwyth University, Dept. of English and Creative Writing, and contributes regularly to international conferences. His research interests focus upon; the shifting role and use of narratives within interactive forms, and textual migration through mixed media.

Recent conference activity includes;

- *Broken, rusty, charismatic"– the Transmedial destiny of found objects in the artwork of Penny Hallas.* Story6. Storytelling – Global Reflections on Narrative. Lisbon, Portugal. 2014
  (With follow on eBook publication).

- *The 'play' is the thing? Negotiating adaptation and performance across mixed media - Digitally re-appropriating The Thirty Nine Steps.* De Montfort, Leicester. International Centre for Adaptation Studies. From Theatre to Screen. 2014

During 2013, he also organised an interdisciplinary event at Glyndwr University, entitled;
- ***Visions of The 39 Steps***

  A day-long event focusing upon John Buchan's 1915 novel, *The 39 Steps.* Taking participants on a journey from Buchan's original 'man on the run' narrative through Hitchcock's screen classic onto modern small screen versions and into the digital world.

  Focusing on processes of;
  •   Adaptation and of textual translation
  •   Interactivity within narrative
  •   Planning, design and implementation of new media narratives
  •   New-tech and App development
  Taking as its primary core TernTV / Digital Adaptations re-imagining of John Buchan's 1915 espionage thriller, The 39 Steps.
  http://thestorymechanics.com/digital-adaptations/

The programme will be overseen by the Programme Leader. Mike Wright, Responsibilities include:

* Co-ordination of assessment activities and processes, including liaison with external examiners, processes for moderation and second-marking, etc.
* Co-ordination of admissions activities, including liaison with Admissions and other programme team members.
* Tutoring students and signposting them to further specialist support, as appropriate, regarding their academic progress.
* Further diversified developments from the programme.
* Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities
* External liaison, including recruitment, publicity and marketing activities, etc.
* Processing and granting of assignment extension requests and management/co-ordination of overall assessment activities across the undergraduate programme
* Liaison with other Departments where appropriate
* Quality assurance and annual monitoring, including writing and compiling the Annual Monitoring Report

In terms of the student experience, the most significant form of management operates at the module level, with the roles and responsibility of the Module Leader. Each Module Leader is responsible for:

* Academic co-ordination of the module's delivery and development
* Co-ordination and oversight of the academic health, currency and development of the Subject, including curriculum development
* Co-ordination of learning and teaching within the module, including Peer Observation of teaching, dissemination of good and best practice, oversight of teaching schedules and Module Handbooks and student feedback
* The maintenance and development of teaching and learning materials for all students enrolled on the module, including preparation/translation of module content into paper and/or electronic formats
* The publishing and updating of module timetables, which shall include a weekly schedule of module sessions and required reading, to be distributed to students at the start of all modules
* The setting, marking and collation of marks for all module assessments and examination papers, including resit assessments, and submission of student results to the Programme

Leader. There is a three week turnaround period for assessment feedback to be given to students

* Personal and other forms of tutorial support for students taking the module which they are responsible, signposting students, where appropriate, to further specialist support, eg counselling.

* Quality monitoring, including processing of annual student feedback questionnaires and, where appropriate, student feedback for individual modules. Student feedback is also obtained through the Staff Student Consultative Committee, which meets three times per academic year and through informal techniques such as minute papers and post it note exercises

* Liaison with part-time members of staff involved in module teaching

* Liaison with the Bookshop and Library to ensure that primary and secondary texts are made available to students

These managerial and operational arrangements already operate effectively within the Department and no significant variations are required for these arrangements to apply to students enrolled on the new programme outlined in this proposal.

Research and scholarship activity underpins the proposed curriculum as follows:

- All staff undertake regular pedagogical research and professional development – attending courses (e.g. PGCPD and workshops delivered by the Centre for Learning, Teaching and Assessment)
- Each team member continues in the production of research papers or network and national / international level professional outputs within the media industries; specifically: written, online and broadcast-based outputs.
- Several members of the team attend and deliver (National Council for the Training of Journalists) NCTJ workshops e.g. regarding legal and ethical aspects of journalistic law and public affairs.
- A member of the team undergoes regular BBC producer and editorial training.
- 2 members of the team are working towards the publication of PhD theses within the next 24 months.
- 1 member of the team is involved in Wales and UK wide research into how we can use new media tools to improve the Student Experience; working alongside the Higher Education Academy for Wales (HEA) and The National Union of Students for Wales (NUS Wales). Level 6 students and graduates of this programme have been involved in conducting the research during the academic year 2013/14.

Particular support for learning

Personal Development Planning**:** To encourage students to maintain engagement with the programmes, staff act as personal tutors for the students within their module areas over the course of the three years. Staff operate an "open door" policy where students can drop in to discuss any matters of concern and, when necessary, a formal appointment system. Team members also offer one-to-one tutorials and along with support and guidance via Moodle and e-mail correspondence. Student attendance is monitored through electronic registers, enabling any issues with attendance to be flagged up and appropriate action taken.

From the beginning of the programme, via induction, to personal tutorials, students are made aware of all the learning support facilities available to them at the institution. The academic study skills team visit all students during induction, and again during level 4 to make them aware of their services.

Students can ask a module leader for a tutorial at any time if they require specific support, and students are provided with written and/or verbal feedback for each assignment as part of their continuing support for learning during scheduled assignment hand back tutorials written into the structure of the module itself. These hand-back meetings take the form of a discussion process, where both the overall quality of the work, and areas for concern are discussed with a view to improving the quality of the students work and their further engagement with it.

Equality and Diversity

The programme team, as part of Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background.