OFFICE USE ONLY	
Date of validation event:	11/12/2017
Date of approval by Academic Board:	13/3/2018
Approved Validation Period:	*2 years from, Sep 2019*
Date and type of revision:	*Updated Sept 20: CMT506 replaced with CMT529 (assessment weighting change only)*

PART TWO PROGRAMME SPECIFICATON

Intended Award Title(s)	**BA (Hons) Sound Design**

1	**Awarding body**
	Glyndŵr University

2	**Programme delivered by**
	Wrexham Glyndŵr University

3	**Location of delivery**
	Plas Coch campus

4	**Faculty/Department**
	Faculty of Arts Science and Technology; Creative Media Technology

5	**Exit awards available**
	BA (Ord) Sound Design Dip HE Sound Design Cert HE Sound Design

6	**Professional, Statutory or Regulatory Body (PSRB) accreditation**
	N/A

7	**Accreditation available**
	N/A

8	**Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**
	N/A

9	**JACS3 code**
	J930

10	**UCAS code**

11	**Relevant QAA subject benchmark statement/s**
	Communication, Media, film and Cultural studies 2008 Beta review released 2016 for consultation. Noting that no major revisions have been made.

12	**Other external and internal reference points used to inform the programme outcomes**
	Skillset, BBC, S4C, Audio Engineering Society. Meyer Sound.

13	**Mode of study**

Full time

14	**Normal length of study**
	3 years entry at level 4; 4 years entry at level 3
15	**Maximum length of study**
	Refer to regulations
16	**Language of study**
	English

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202020 17.pdf

The University's entry requirements are set out at http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/

International entry qualifications are outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/ for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequ irements/ for details).

DBS Requirements

N/A

Non-standard entry criteria and programme specific requirements

These programmes will also be offered as four-year kick-start degrees (an introductory foundation year plus the relevant three-year degree programme). The kick-start will be offered where an applicant does not meet the entry requirements for the three year honours degree or where the department / applicants feel they would benefit from an additional year to gain some additional experience before progression to the full three-year degree. Upon successful completion of foundation year, the student will automatically progress to the named degree programme. The principal criteria for entry will be based on the academic judgement of the admissions tutor and members of the programme team in the relevant subject area. All applicants however must be able to demonstrate a minimum level of competence in English/Welsh Language and in

Mathematics/Science, with a pass at Grade C or above in GCSE or an equivalent qualification. Therefore, this route is aimed at:

- Those who do not 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.

18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below

Programme specific restrictions

N/A

19 Aims of the programme

To produce graduate students with the knowledge, tools and competencies to enable a successful career within the broad and creative area of sound design.

To enable the student to exploit and engage their understanding of new and emergent sound design media forms and their relation both to their industrial application, social context and to earlier forms.

Provide a depth of critical understanding of key production processes and professional practices learning and ways of conceptualisation creativity and authorship. Associated with a learning environment that enables professional sound design media products to be developed.

Enable the students to produce work showing capability in operational aspects of sound design and professional practices.

To engage the students with the methodologies of how, in creative industries, individuals or collaborative project-oriented teams are organised, enabling the student to have a competitive standing in the employment market.

20 Distinctive features of the programme

The BA (Hons) Sound Design programme is part of a closely related suite of programmes within the subject area of Creative Media Technology. It is a logical development of the suite within CMT and as such shares modules. The sound design course is designed for students who may be from a musical background and are seeking to develop their skill set with the acquisition of a high level of appreciation in the concepts of sound design using this as a means to increase their career and professional potential.

The course is based on exploring current and emerging technologies relating to sound production, and how these can be used to create exciting environments and

installations for many performance applications. To achieve this, the department has a range of high quality studios and performance spaces that act as catalysts for the creative application of theory. This enables the student to nurture and develop their current and future skills. As this is a sound design based course, the curriculum goes into detail of how systems work and the development of hardware and software that can be used to support the creation of sound media or form the inspiration for new sound based media. This is an approach that has been proven to produce the future practitioners that are required for the expanding creative industries workforce. Media technology is now established as one of the main drivers of new trends and ultimately new roles and career paths in the creative media sector. We passionately believe that it is no longer enough to know how to operate equipment or instruments. The creative industries now require practitioners who can comfortably use and operate equipment but achieve this through an understanding of the detailed technical strengths and limitations of the systems that they employ. This technical understanding also has the added benefit of creating independent thinkers who can develop their own expertise as and when the needs of the industry change.

To enable the above, practical use of the University's 24/7 open access studios are at the heart of the course. This allows students to complete a range of projects, leading to professional productions, and to also to develop their skills in the area of sound design. We encourage and expect students to use this facility far beyond the needs of assessment and coursework. Many graduates who have been successful in their chosen careers have cited the accessibility of the facilities for personal projects as a key factor in the development of their professional networks, especially before graduation. Personal projects over the years have covered a wide array of genres and styles, everything from rock, pop and hip hop to more traditional areas such as world, jazz and classical.

As well as the studio spaces, the course makes full use of the facilities in the Centre for the Creative Industries. Many students enhance the learning opportunities offered by the course through our relationships with local music venues. A large proportion of local venues and companies are now staffed by graduates from our courses, giving easy access to students who are looking for a first step on their career ladder. The University is also a major partner for the Focus Wales music festival, which is hosted annually in the Wrexham area. The event is a multi-venue festival taking place each spring, which places the music industry spotlight firmly on the emerging talent that Wales has to offer the world. It attracts 200+ bands across 20 stages for the 3-day duration of the festival. This offers valuable opportunities for work experience in live sound design and large-scale event production for our students.

One of the key challenges facing graduates who are progressing into the industry is that jobs are limited without the support of experience in your chosen path. At Glyndŵr, we have addressed this problem by creating professional facilities that operate with and for the industry. Every student is offered the opportunity of working on professional sessions that will enhance their CV, ultimately making them more employable.

The department prides itself on nurturing a vibrant community for the personal development of each and every student. The creative industries are an exciting prospect in terms of a career, but the roles within the industry require commitment and self-initiative to achieve success. This course and its content have been developed for the past 15 years to meet and surpass the expectations and needs of the industry in these areas, offering motivated graduates the tool kit and CV that they need for success.

21 Programme structure narrative

This degree programmes are operated on a full-time basis. The taught part of the modules generally takes place over a three-day period, leaving time for use of the studio facilities.

The expectation is that level 6 students will attend full-time and use the facilities and tutorials to enable them to meet the outcomes of the level.

There is no expectation for placements, although all staff members are active in the creative industries and offer experience by organising various events throughout the academic year.

On some practice-based programmes in the Faculty of Arts, Science and Technology, especially those for which students are expected to learn through demonstrations or practice skills under supervision, a higher level of contact time relative to independent study may be required. This variance is allowed for within university guidelines, it is aligned with QAA guidance, and will be reflected within the validation document (see "Contact hours: a guide for students" August 2011, p.3). This means that generally students taking these courses will require 48 hours contact time to enable engagement with the required technical content.

22 Programme structure diagram

Level 4						
Semester 1	Mod title	Introduction to Audio	Mod title	Audio & Visual Science	Mod title	Personal Professional Academic Skills
	Mod code/ 'New' Module	CMT427	Mod code/ 'New' Module	CMT423	Mod code/ 'New' Module	HUM434
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	C. Heron	Mod leader	M. Wright	Mod leader	S. Kenyon-Owen
Semester 2	Mod title	Single Camera Production	Mod title	Creative Futures 1	Mod title	Sound Synthesis & Sampling
	Mod code/ 'New' Module	CMT422	Mod code/ 'New' Module	ARD406	Mod code/ 'New' Module	CMT102
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	G. Hanstock	Mod leader	G. Park	Mod leader	M. Wright

Level 5						
Semester 1	Mod title	Theatre Technology	Mod title	Audio-Visual Narrative	Mod title	Practice in Context
	Mod code/ 'New' Module	CMT529	Mod code/ 'New' Module	CMT527	Mod code/ 'New' Module	ARD514
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	C. Heron	Mod leader	S. Kenyon-Owen	Mod leader	S. Owens
Semester 2	Mod title	Audio Technology for Games	Mod title	Creative Futures 2	Mod title	Research Methods
	Mod code/ 'New' Module	COM552	Mod code/ 'New' Module	ARD504	Mod code/ 'New' Module	CMT522
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	D Pope	Mod leader	G. Park	Mod leader	M. Wright

Level 6						
Semester 1	Mod title	Audio Post Production	Mod title	Collaborative Project	Mod title	Project
	Mod code/ 'New' Module	CMT601	Mod code/ 'New' Module	CMT304	Mod code/ 'New' Module	CMT305
	Credit value	20	Credit value	20	Credit value	40 (semester 1&2)
	Core/Option	Core	Core/Option	Core	Core/Option	Option
	Mod leader	S. Owens	Mod leader	M. Wright	Mod leader	M. Wright
Semester 2	Mod title	Spatial Audio	Mod title	Creative Futures 3	Mod title	Dissertation
	Mod code/ 'New' Module	CMT609	Mod code/ 'New' Module	ARD604	Mod code/ 'New' Module	CMT306
	Credit value	20	Credit value	20	Credit value	40 (semester 1&2)
	Core/Option	Core	Core/Option	Core	Core/Option	Option
	Mod leader	S. Owens	Mod leader	G. Park	Mod leader	M. Wright

23 Intended learning outcomes of the programme

	Knowledge and understanding			
	Level 4 Cert HE	Level 5 Dip HE	Level 6 Ordinary Degree	Level 6 Honours Degree
A1	Communicate current concepts, principles and theories relevant to the sound design industry	Display understanding and apply current concepts, principles and theories relevant to Sound Design.	Demonstrate a detailed understanding and apply key current concepts, principles and theories relevant to Sound Design.	Display systematic understanding and apply current key concepts, principles and theories relevant to Sound Design. Relate this information within final major module
A2	Apply methods, tools and enabling technologies used in Sound Design	Demonstrate a wide ranging understanding and apply methods, tools and enabling technologies used in Sound Design	Apply advanced diagnostic method, tools and enabling technologies used in the area of creative Sound Design	Comprehensive application of advanced diagnostic methods, tools and enabling technologies used in the area of creative Sound Design
A3	Use techniques developed in the field of Sound Design	Use established techniques developed in the field of Sound Design	Utilise specialised skills to evaluate established applications of emerging techniques developed within Sound Design	Utilise specialised skills to evaluate established applications of emerging techniques developed within Sound Design.
A4	Display an understanding of legal and ethical issues relating to the use of technology.	Discuss legal and ethical issues relating to the present and future use of technology developed within Sound Design.	Critically reflect on legal and ethical issues relating to the present and future use of technology developed within Sound Design.	Critically reflect on legal and ethical issues relating to the present and future use of technology developed within Sound Design.

	Intellectual skills			
	Level 4 Cert HE	Level 5 Dip HE	Level 6 Ordinary Degree	Level 6 Honours Degree
B1	Display understanding of the techniques that relate to Sound Design	Evaluate and apply judgement to the techniques that relate to the Sound Design Industry.	Evaluate and apply informed judgement to the theories and techniques that relate to Sound Design.	Evaluate and apply informed judgement to the theories and techniques that relate to Sound Design.
B2	Have an awareness of problems and recognise opportunities to apply solutions.	Analyse problems and recognise opportunities to apply appropriate techniques to their solution.	Analyse problems and recognise opportunities to apply specialised techniques to their solution.	Contextualise and analyse problems and recognise opportunities to apply advanced specialised techniques to their solution. Relate this information within final major module
B3	Construct arguments that incorporate specialised Sound Design knowledge.	Apply informed and reasoned arguments, descriptions and proposals that incorporate Sound Design knowledge.	Apply informed and reasoned arguments, descriptions and proposals that incorporate specialised Sound Design knowledge.	Apply informed and reasoned arguments, descriptions and proposals that incorporate specialised Sound Design knowledge.
B4	Include the contents of articles and other sources, display understanding of their relative importance.	Interpret the contents of articles and other sources, and form a judgement of their relative importance and relevance to an area of study.	Interpret the contents of articles and other sources, and form an informed judgement of their relative importance and relevance to an area of study.	Conduct detailed Interpretation of contents of articles and other sources, and form an informed judgement of their relative importance and relevance to an area of study. Relate this information within final major module

	Subject skills			
	Level 4 Cert HE	Level 5 Dip HE	Level 6 Ordinary Degree	Level 6 Honours Degree
C1	Utilise a range of techniques, support tools and development environments.	Make effective use of a range of techniques, support tools and development environments.	Make effective use of a range of theories, techniques, support tools and development environments.	Make effective use of a range of theories, techniques, support tools and development environments.
C2	Produce work demonstrating musical-technical competence and appropriate manipulation of audio material.	Produce work demonstrating music technical expertise and manipulation of audio material.	Produce work demonstrating Sound Design expertise and judicious manipulation of audio material.	Produce work demonstrating Sound Design expertise and judicious manipulation of audio material.
C3	Interact as a member of a production team, contributing to the execution of a shared design and implementation task.	Work as a member of a development team, contributing to the planning and execution of a shared design and implementation task.	Display decision making as a member of a development team, contributing to the planning and execution of a shared design and implementation task.	Display decision making and solutions as a member of a development team, contributing to the planning and execution of a shared design and implementation task.
C4		Plan, undertake and report a self-directed individual programme of investigation, design and implementation.	Propose, plan, undertake and report a self-directed individual programme of investigation, design and implementation.	Propose, plan, undertake and report a self-directed individual programme of investigation, design and implementation. Relate this information within final major module.

	Practical, professional and employability skills			
	Level 4 Cert HE	Level 5 Dip HE	Level 6 Ordinary Degree	Level 6 Honours Degree
D1	Communicate clearly in written reports and oral presentations using appropriate language.	Communicate effectively in written reports and oral presentations using appropriate terminology and technical language.	Communicate concisely and effectively in written reports and oral presentations using appropriate terminology and technical language.	Communicate concisely and effectively in written reports and oral presentations using appropriate terminology and technical language.
D2	Retrieve information using search engines, browsers and catalogues; use appropriate IT facilities to prepare portfolio of work.	Retrieve information using search engines, browsers and catalogues; use appropriate IT facilities to prepare and present Music/Audio/Visual projects.	Retrieve information using search engines, browsers and catalogues; use appropriate IT facilities to prepare and present Music/Audio/Radio projects and artefacts in various formats.	Retrieve information using search engines, browsers and catalogues; use appropriate IT facilities to prepare and present Music/Audio/Radio projects and artefacts in various formats.
D3	Organise activity and manage time in a programme of self-directed study.	Organise activity and manage time in a programme of self-directed study.	Organise activity and manage time in a programme of self-directed study.	Organise activity and manage time in a programme of self-directed study.
D4	Analyse practical problems and offer potential solutions.	Analyse practical problems and design effective solutions.	Analyse varying problems and design effective solutions.	Analyse varying problems and design effective solutions. Reflect on solution in final major module.

24 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	Module Title	Core or option?	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Cert HE	Audio & Visual Science	Core	■	■	■	□	■	■	□	□	■	□	□	□	□	■	□	■
	Single Camera Production	Core	■	■	■	■	■	■	■	■	■	■	□	□	■	□	□	□
	Personal Professional Academic Skills	Core	■	□	□	■	■	□	■	■	■	□	■	□	■	■	□	■
	Introduction to Audio	Core	■	■	■	□	■	□	□	□	■	■	□	□	■	■	□	■
	Creative Futures 1	Core	■	□	□	■	■	□	■	■	■	□	■	□	■	■	■	□
	Sound Synthesis & Sampling	Core	■	■	■	■	■	■	□	□	■	■	□	□	□	■	■	■
DipHE	Theatre Technology	Core	■	■	■	□	■	■	■	■	■	□	□	■	□	□	■	■
	Audio Visual Narrative	Core	■	■	■	□	■	□	■	■	□	■	□	□	■	■	□	■
	Practice in Context	Core	□	□	□	■	□	□	■	□	■	□	■	■	□	■	■	■
	Audio Technology for Games	Core	■	■	■	□	■	□	■	■	□	■	□	□	■	□	■	□
	Creative Futures 2	Core	□	□	□	■	□	■	□	■	■	□	■	□	■	□	■	■
	Research Methods	Core	■	□	□	■	□	■	■	■	■	□	□	■	■	■	■	□
Degree	Audio Post Production	Core	■	■	■	■	■	■	■	□	■	■	□	■	■	□	□	■
	Creative Futures 3	Core	■	■	■	□	■	■	■	■	□	■	■	□	■	■	□	■
	Collaborative Project	Core	■	□	□	□	■	■	■	■	□	□	■	□	■	■	■	■
	Spatial Audio	Core	■	■	■	■	■	■	■	■	■	■	■	□	■	■	□	■
	Project	Option	■	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■
	Dissertation	Option	■	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■

25 Learning and teaching strategy

Embedded within the Learning and Teaching strategy will be the use of the virtual learning environment (VLE).

The Course Team for CMT is committed to raising the level of engagement through the VLE to above the minimum standards set by the University. The rationale for this is rooted in the need to support all students regardless of individual circumstances or differences in order to create an inclusive curriculum within the learning and teaching environment.

In order to continually enhance this area of delivery, the Programme Team will engage in continuous training and include the use of the VLE in peer review sessions.

To achieve these goals, the programme team will strive to enhance the student experience in the following key areas.

Communication of course specific information and notices
All module areas will contain news and open access general communication forums that will be the primary form of contact for module specific information. The open access forums will be used to encourage a community of learning, enhancing the curriculum through peer communication.

Management and dissemination of learning materials
All lecture materials (PowerPoint and notes) will be made available so that students can revisit the materials for revision. This will also allow for the viewing of the documentation in screen reading software and also for the presentation to be changed allowing for higher definition colour schemes and backgrounds.

Electronic assessment materials and submission points
All written assessments will be in electronic form and submitted where possible through Turnitin assessment points. The student will be offered draft assessment points when appropriate in order to improve their referencing based upon the systems tools.

Archive of electronic media supporting lectures
The team will strive to provide recordings of lectures for revision purposes. These will be in audio form but will be expanded to include video or screen capture whenever feasible.

Grade book and feedback
Indicative grades will be posted in the grade book activity within the module alongside written feedback. Where tutorials form part of the delivery, the feedback will be in the form of audio recordings of the individual sessions.

The learning process is planned as a coherent experience to emphasise the inter-relationship between the different modules and across the assignments within them.

The overall philosophy is based on student-centred learning providing the students with the maximum opportunity to utilise and build upon experience gained within their learning environment.

The majority of the learning is studio/workshop based and can be practical based with supporting lectures, talks by specialists, demonstrations, tutorials, seminars and critiques. Students will undertake a series of set and chosen assignments in which they will learn a range of skills and techniques and apply them creatively to solving problems. Theoretical aspects of individual modules will be based upon knowledge acquisition, research methodology and the development and application of the skills of analysis, evaluation and synthesis.

Critical analysis and contextualising their own work and that of their peers and practitioners in the field will be required.

Personal Development Planning (PDP) is integral to each level of the degrees. The aims of PDP are to ensure that students are responsible for their personal development through reflection, evaluation, and planning designed to enable them to:

- Make links and gain a holistic overview of their studies within a modular environment.
- Reflect critically.
- Become more independent in learning.
- Adopt a more pro-active role in their academic study, extra-curricular pursuits and career planning.
- Capitalise on their learning in a variety of contexts.
- Make job or postgraduate applications/ vocationally relevant decisions.

At level 6 there will be the choice for taking either Project or Dissertation. To fully understand the difference, the students will be given a tutorial at the end of level 5 where the differences will be explained and discussed. This will enable the student to make an appropriate module choice for their skill base and future aspiration.

26 Work based/placement learning statement

All the degrees within CMT are based in real industrial situations. CMT has the use of the Wall recording studio, The CIB TV studio. The community radio station Calon FM is also based within the CIB. These areas are used to create professional media and all students will gain degree specific training in the areas appropriate to their chosen degree. A good depth of modules use the professional infrastructure to create work based product.

27 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

28 Assessment strategy

Assessment is continuous and relates to all aspects of all courses in the portfolio for Creative Media Technology. Assessment has an emphasis on formative evaluation and feedback throughout the academic year. This helps to enable student success when reaching a summative point.

Assessment is designed to enable students to measure their own progress and to judge their position within peer groups. This can be evidenced through interaction with

critical analysis where students will submit a range of research, pre-production, audio, media products to a set brief.

Students are also encouraged to submit written evaluations at the end of engaging with their modules.

Assessment is continuous and relates to all aspects of all courses in the portfolio for Creative Media Technology. Assessment has an emphasis on formative evaluation and feedback throughout the academic year. This helps to enable student success when reaching a summative point.

Assessment is designed to enable students to measure their own progress and to judge their position within peer groups. This can be evidenced through interaction with critical analysis where students will submit a range of research, pre-production, audio, media products to a set brief.

Students are also encouraged to submit written evaluations at the end of engaging with their modules. Details of assessment, marking and evaluation are made available for all modules within the Virtual Learning Environment known as Moodle. The students have access to the rubric which defines grade category and what is expected at each level of classification.

All assessment criteria are linked to the individual module learning outcomes and are presented to students at the start of the module through key lectures. Defined aims, assessment requirements and learning outcomes are detailed in each module and made explicit on assignment sheets.

The assessment is integral to the learning process and is presented in a variety of ways as noted in the table to follow. All modules are assessed and credit awarded in line with academic regulations. Marks are given in percentage and clearly defined on assessment briefs.

Students are informed of procedures as to what to do if they cannot submit their work within the pre-defined deadline.

Module code & title	Assessment type and weighting %		Assessment loading	Indicative submission date
Level 4				
CMT423 Audio & Visual Science	Multiple choice questions	100%	N/A	Sem 1 Wk 13,15,17,19,21.
CMT427 Introduction to Audio	Portfolio Simulation	90% 10%	10 Blog Entries Practical operational test	Sem 1 Wk 12,14,16,18,25
HUM434 Personal Professional Academic Skills	Portfolio Presentation	50% 50%	2000 words 10 mins, 1000 plus 1000 word equivalent for 10 minute presentation	Sem 1 Wk 20, 25
CMT102 Sound Synthesis & Sampling	Portfolio	100%	N/A	Sem 1 Weekly
ARD406 Creative Futures 1	Coursework	100%	N/A	Sem 2 Wk 41
CMT422 Single Camera Production	Coursework	100%	15 mins media	Sem 2 Wk 42
Level 5				
ARD514 Practice in Context (Design)	Coursework	100%	Media	Sem 1 Wk 24
COM552 Audio Technology for Games	Coursework Coursework	50% 50%	2000 words Audio files	Sem 2 Wk 42
CMT527 Audio Visual Narrative	Essay Project	50% 50%	2000 words 2000 words	Sem 1 Wk25
CMT522 Research Methods	Presentation Essay	30% 70%	10 mins 2500 words	Sem 2 Wk 42 Week 40
CMT29 Theatre Technology	Case Study Simulation	50% 50%	2000 words 20 mins	Sem 1 Wk 24 Week 20
ARD504 Creative Futures 2	Coursework	100%	N/A	Sem 2 Wk 41
Level 6				
CMT601 Audio Post Production	Project Report	50% 50%	N/A 2000 words	Sem 1 Weekly Wk 25
ARD604 Creative Futures 3	Coursework	100%	N/A	Sem 2 Wk 41
CMT304 Collaborative Project	Report Coursework	40% 60%	1500 words Media	Wk 20 Wk 25
CMT609 Spatial Audio	Portfolio Report	60% 40%	2200 words 1800 words	Sem 2 Wk 13
CMT306 Dissertation	Presentation Dissertation	20% 80%	10 minutes, 500 words 8500 words	Sem 1-2 Wk 19 Wk 39
CMT305 Project	Presentation Project Report	20% 50% 30%	500 words Mixed media 3000 words	Sem 1-2 Wk 19 Wk 39 Wk 39

29 Assessment regulations

Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees

Derogations

None

Non-credit bearing assessment

None

Borderline classifications (for undergraduate programmes only)

In considering borderline cases the Assessment Board will follow current academic regulations, taking the mark achieved for either CMT306 Dissertation or CMT305 Project into account.

30 Programme Management

Programme leader
BSc (Hons) Live Sound - Colin Heron
BA (Hons) Sound Design - Steffan Owens

Module Leaders plus Link to Staff Profile
Mike Wright
Glenn Hannstock
Dan Pope
Colin Heron
Steffan Owens
Graeme Park
Stephen Kenyon-Owen

31 Quality Management

The suite of programmes will be delivered within the Faculty of Arts, Science and Technology and more specifically by the Creative Media Technology staff.

Members of the team have external examiner posts, this externality in comparable degrees helps to inform standards.

The programmes are part of the overall curricular of the Faculty of Arts, Science and Technology. As part of this faculty the programme team will report to the Faculty Board.
The courses are monitored by the Annual Monitoring Report. (AMR) This report reflects on a range of information gathered throughout the year.

Students are encouraged to complete the centralised Student Evaluation of Module form. Also Student Voice Forum meetings are held to garner student cohort review of process. The Forum meets mid semester and normally uses an external chair to the area being discussed. The minutes from the forum are confirmed and then posted within Moodle. Actions required are dealt with during the forum or progressed through the Programme leader for response. The National Student Survey also informs the annual monitoring. The External Examiner will have an overarching view that will bring in the national perspective with regard to how the degrees compare within the sector.

All this detail is brought together along with statistical evaluation of modules and is presented to the Autumn Faculty Board. The outcome will be an ongoing, live action plan to progress and inform the life cycle of the degrees.

Programme leaders will be responsible for the day to day running of the degrees. This will include:

- Student tracking and student records.
- Collation of assessment data, presentation of data at module and progression boards.
- Management/co-ordination of overall assessment activities across the degrees.
- Quality assurance and annual monitoring, including compilation of the Annual Monitoring Report.
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities.
- Co-ordination of the personal tutor support for all students.

At module level there is devolved responsibility for the following:

- The maintenance and development of teaching and learning materials for all students enrolled on the module.
- The publishing and updating of module timetables, which shall include a weekly schedule of module sessions and required reading, this to be distributed to students at the start of the modules.
- The setting, marking and collation of marks for all module assessments, including re-sit assessments, and submission of student results to the programme leader.
- Tutorial support for students taking the module.
- Quality monitoring, including processing of annual student feedback when this is disseminated back to the team from centralised collation.
- Engaging and making students aware of the annual NSS process.
- Liaison and support for part-time members of staff.

32 Research and scholarship activity

The programme team are active in scholarship and research. All team members are active in the creative arts industry at a professional level. This includes festival presentations, classic dance music in the Albert Hall London; record production, management of FM radio stations; professional video production. The team plays an active part in the Audio Engineering Society with papers and awards for papers. Internal staff conferences in the area of pedagogy are also undertaken. Module content is derived from department research and empirical project research also informs the content.

33 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Faculty support for students

All students at Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention and to help every student to succeed to the best of his / her ability.

Programme specific support for students

Creative Media Technology (CMT) students have a range of support mechanisms available to them. These are explained to the students at induction, independent of the year and level that they join. Induction introduces the student to the range of support on offer within the University. Practical as well as academic support is offered.

The CMT department offers specific support and uses various social media and physical methods, including the VLE. Learning materials and recordings of lectures are accessible for most modules for students to revisit.

CMT staff are based in creative industries building and all staff operate in one office, allowing access to staff support when required.

34 Equality and Diversity

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 Equal Opportunities Policy (http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.