

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
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 2 code	P300
UCAS code (to be completed by admissions)	PP35
Relevant QAA subject benchmark statement/s	Communication, Media, Film and Cultural Studies
Other external and internal reference points used to inform the programme outcomes	
Mode/s of study (<i>p/t, f/t, distance learning</i>)	Full time and part time
Language of study	English
Date at which the programme specification was written or revised	Updated September 2012
Criteria for admission to the programme	
The general formal entry criteria for the programme will be those currently operating for standard degree programmes at Glyndŵr University:	

Specific entry criteria for UK/EU students will include:

- qualifications at A2 level with a minimum of 240 points in subjects relevant to and appropriate for the study of the component (s) at HE level
- students from EU member states who have qualifications recognised as equivalent to 240 points in appropriate subject areas
- Access course pass (Humanities and/or Social Sciences)
- AGNVQ/GNVQ III – Merit
- 3-4 Scottish Higher subjects
- 3-4 Irish Leaving Certificate Higher subjects
- For those students seeking entry with non–standard qualifications there will normally be a selection process, as part of the admissions procedure.

For students with relevant previous experience and/or qualifications, and who can demonstrate that they have met all the requirements of one or more modules may seek exemption from the appropriate elements of the programme, subject to formal ratification through Glyndŵr University’s APL procedures.

Specific considerations apply to students from Overseas who access the programme, either directly into Level 4 as new students, but more probably as students accessing later levels of programmes through 2+2 articulation agreements with contracted universities overseas. Applications from such students will be progressed initially through the University’s International Office, and ensuring also that, as part of the screening process, minimum IELTS Language requirements (at least 5.5) are met. Following initial review of the application final decisions on suitability to access the programme and conditions of offer will be progressed by the Subject Co-ordinator. It is important to note that decisions to offer places to applicants will be progressed on the basis of contracted articulation agreements with overseas universities.

Aims of the programme

Broadcasting and Journalism component

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

- 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.
- Enable students to practise a direct relationship and critical, reflexive dialogue with audience, reader and client in the process of developing media material.
- Enable students to develop critical rigour in the practical application of media practices.
- Enable 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).
- Provide students with generic and transferable practical skills in multimedia environments.
- Develop students’ sense of creativity, career choice and focus through individually tailored practical assignments and an ongoing process of student / tutor consultancy.

Media Communications component

The general aims of the Media Communications component include the following:

- Develop students' knowledge and skills in the use and application of a variety of media forms through developing a range of media products.
- Develop students' ability to produce their own writing and pieces of work, and demonstrate awareness of context, audience and effectiveness.
- Provide students with experience of the processes of development of material for the media including design collaboration, drafting, and revision.
- 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.
- Develop critical appreciation of the theoretical dimensions of communications theory, and their practical application to media practices.
- Gain an understanding of the professional, economic, legal and ethical contexts and frameworks governing various forms of media communications
- Develop knowledge and understanding of the design, development and delivery of multimedia and integrated media practices
- Develop generic and transferable skills in communications, working independently and with others.

Distinctive features of the programme

Broadcasting and Journalism

The component directly addresses the increased demand for courses that directly relate to careers and professions in the creative and communications industries. The media industry is increasingly demanding that its new recruits be competent in delivering content across a broad range of platforms – online, video, audio and print.

To this end, the Broadcasting and Journalism component provides opportunities for study and practice in journalistic skills, broadcasting practices, corporate and professional communications and online media aimed at equipping every student with the tools to embark on a career as a flexible, multi-skilled, successful media practitioner. It will develop the practice-based skills required in media employment alongside the theoretical underpinning, of the workings of media industries - offering each student a sense of career-focus and understanding of the business structures within their chosen field.

Media Communications

The component is designed to provide product-driven generic experience in media communications. Through an approach which balances theory and practice, students will develop first-hand experience as writers and media practitioners producing a range of writing and communication materials. Students will also be encouraged to develop an understanding of key aspects of communications theory and the role of communications in society. Through their extended practice in a range of media communication practices students will be encouraged to develop active understanding of legal, ethical and professional frameworks and constraints.

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

The BA (Hons) in Broadcasting, Journalism and Media Communications comprises components in Broadcasting and Journalism, and Media Communications, and follows the model below:

Broadcasting and Journalism component

Level 4	Research methods for journalists and broadcasters HUM451/450 (20) Angela Ferguson	Ground floor journalism HUM452 (20) David Atkinson	Personal, Professional and Academic Skills (20)	Compulsory Elective (20)
Level 5	The Commissioning Process - Selling Ideas HUM550 (20) Sally Harrison	The Media Business HUM551 (20) David Atkinson	Multi Media Journalism HUM552 (20) David Atkinson	
Level 6	Applied Broadcasting Practice – TV, Radio and Online (40) Sally Harrison/Robert Platt		Media law and ethics HUM652 (20) Janet Jones	

Media Communications component

Level 4	Language, rhetoric and communication (20) Sally Harrison	Broadcasting and presentation skills (20) Phil Parry	Personal, Professional and Academic Skills (20)	Elective (20)
Level 5	Integrated media communications (40) Angela Ferguson		Communications theory and professional contexts (20) Janet Jones	
Level 6	Media project and portfolio (40) Angela Ferguson		Case study (20) Angela Ferguson	

Outline of Broadcasting and Journalism modules by Level

Across the three strands of the component as a whole, a clear sense of curricular design has informed the selection of modules and the levels at which they are offered in relation to the knowledge, skills and understanding expected within modules. The demands and intended learning outcomes in relation to general skills development in Broadcasting and Journalism are broadly expressed in terms of three levels:

Level 4: Processing Essential Skills and Introducing Key Concepts

- Level 5:** Practicing Extended Skills within Professional Contexts
Level 6: Specialist Study, Professional Product and Final Projects

The following sections provide a brief outline of the “job” of each module at each level within the proposed component.

Level 4:

Modules at Level 4 provide students with opportunities to apply, process and develop skills in Broadcasting and Journalism with regards to different formats and genres. It is intended that breadth of study and application – a characteristic for HE study at Level 4 – is integral to these modules and for students to build foundations in Broadcasting and Journalism practices that can also apply to work in other modules outside the Broadcasting and Journalism component.

Across Level 4 modules in Broadcasting and Journalism, students will also develop skills in the analysis, appreciation and constructive criticism of their own work, as a basis for improving their written work.

Research Methods and Practices for Journalists and Broadcasters

Through applied practice, team work and researching within a range of media (radio, online, print or television media) students will gain a broad-ranging and thorough understanding of the processes and pressures of a live media research environment and learn skills in archive researching and organising information that will form the foundation of good practice required in levels 5 and 6.

Ground Floor Journalism

In this module students will develop practical journalistic skills and knowledge across a range of communication disciplines, develop the ability to gather and deliver fact-based information through a range of news media and build a basis of generic skills in information research, assessment and communication to create a foundation for further development of practical skills.

Level 5:

Level 5 modules provide opportunities for consolidation and broadening of the approaches from Level 4. Students will have been encouraged to develop more questioning and self-reliant attitude towards their own Broadcasting and Journalism practices and will be expected to be able to be more self-reliant and thorough in producing more extensive and extended pieces of work.

Modules at Level 5 include reference to the media industry as a whole, essential in the practising and developing of Level 4 skills within a series of industries that make up a complex picture and require a detailed understanding in order for students to be able to inform their own creative choices and career-focus.

The Media Business

This module will allow students to practice how they might transfer the particular skills acquired at Level 4 into a variety of media environments – and to instil a positive approach to the pitfalls and dangers of entering a competitive environment. The module will build upon Level 4 work with the Careers Centre furthering the process of consideration of work-placement into the reality of application.

The Commissioning Process – Selling Ideas

The aim of this module is to build on the practical experiences of Level 4. Students are given the opportunity to metaphorically ‘stretch their legs’ in terms of creative thought processes – reinforcing their knowledge of professional standards and practicing within them to prepare for transmitting creative skills into Level 6 expectations and instilling a competitive edge in each

student's individual creative practice.

Multi Media Journalism

This module is designed to provide opportunities for extended practice in three core areas: journalistic sources and research, news writing and communication and production and design. These will be applied across a range of multi-media news platforms. Expanding upon the writing and communication skills developed in the Ground Floor Journalism module, students will have the opportunity to undertake sustained projects in news and feature production across a range of media technologies.

Level 6

All of the Level 6 modules in Broadcasting and Journalism are designed to provide sustained opportunities for students to specialise in the areas of each of the models and to work towards a final product. Critical appreciation and understanding of the processes leading towards the realisation of the final product will also be assessed, and assessment criteria across all three modules will be designed to measure levels of critical awareness as well as originality, creativity and the ability to produce work of a high industry standard.

The project basis of each module is also designed to encourage individual self-reliance, creativity and originality, independent thought and judgement, skills in research and detailed exploration, professional levels of presentation, and ability to manage time and resources on a project basis.

Applied Broadcasting Practice – TV, Radio and Online

The module aims to develop advanced specialisation of students in the key elements that are required in professional production processes. This module will develop an advanced understanding of writing and creating content for the World Wide Web as part of a recognition that any media career requires an advanced ability and understanding of online media spheres. The module will allow students to create a digital portfolio that comprises their online CV. Building on skills developed at levels 4 and 5, the aim here is to achieve a high enough quality of work, suitable to show to prospective employers, clients or providers of post-graduate scholarship.

Media Law and Ethics

This module is designed to enable students to identify and critically apply the main legal and regulatory frameworks governing the publication and broadcast of journalistic material. It will develop the skills and ability to apply this knowledge across a range of journalistic genres in different media technologies. Students will also identify, explore and apply professional journalistic ethical issues.

Outline of Media Communications modules by Level

Across the three strands of the component as a whole, a clear sense of curricular design has informed the selection of modules and the levels at which they are offered in relation to the knowledge, skills and understanding expected within modules. The demands and intended learning outcomes in relation to general skills development in Broadcasting and Journalism are broadly expressed in terms of three levels:

- Level 4:** Processing Essential Skills and Introducing Key Concepts
- Level 5:** Practicing Extended Skills within Professional Contexts
- Level 6:** Specialist Study, Professional Product and Final Projects

The following sections provide a brief outline of the “job” of each module at each level within the proposed component.

Level Four:

Language, Rhetoric and Communication (20 Credits)

This module examines communication theory, sender/message receiver and the key elements of semiotic theory including codes of communication, connotation, denotation and discourse analysis. It examines the language and rhetoric in various forms of media communication and analyses the ways in which media texts persuade and control readers, audiences and viewers. A third dimension to the module considers the social and cultural dimensions of media communications.

Broadcasting and Presentation Skills (20 Credits)

This Level 4 module focuses on key skills for personal presentation and projection, including the essential communication and personal competencies required for broadcasting and public relations, the development and practice of personal presentation, projection and negotiating skills; familiarisation with broadcast studio and technical processes; practical experience of writing and developing project work suitable for the media industry. The module is designed to will help students to:

By the end of the module students will have been encouraged to develop a general repertoire of personal and technical communication skills, in addition to enhanced confidence and professionalism in delivery.

Level Five:

Integrated Media Communications (40 Credits)

This 40 credit module allows students to develop and expand their media communication skills working on a "live" project. They will develop a multi-media project following a brief from a real client and working in collaboration with other students and staff. The module will provide opportunities for students to develop and apply skills in forms of media communication which involve integrating different types of media and activity.

Communications Theory and Professional Contexts (20 Credits)

This module is designed to develop understanding of the economic forces and theoretical frameworks which frame the way we look at media and the cultural and creative industries. It will provide knowledge of the legal, ethical and regulatory frameworks which affect the production, distribution and circulation of media communications. It will also map the economic and business dimensions of media communications in relation to professional practice.

Level Six:

Media Project and Portfolio (40 Credits)

This module will facilitate the creation of a final portfolio for presentation within the media discipline chosen by the student. This module provides students with the opportunity for independent specialist practice towards completion of a final portfolio, to further apply and develop professional techniques and practices evidenced earlier in the Media Communications component.

Case Study (20 Credits)

This final-year project-based module provides opportunities for students to (a) develop an independent critical and analysis-based action research into a case study of one specialist media practice of their choice. The aim of this module at this level is to provide students with the opportunity to apply and develop, through independent research and investigation at advanced levels, the concepts, insights and perspectives of earlier modules.

Intended learning outcomes of the programme

Broadcasting and Journalism component:

At the end of Level Four, students will be able to:

Summary: Processing essential skills and understanding key concepts of Broadcasting and Journalism

Knowledge and Understanding

- A1: Reveal a basic ability to reflect on practice through critical evaluation of work.
- A2: Identify the basic relationship between media and other forms of cultural production and academic or practical research
- A3: Describe the role of the audience in the shaping of textual meaning
- A4: Apply a basic awareness of editorial context, including fundamental skills, and awareness of ethical issues and the fundamentals of copyright law.

Intellectual Skills

- B1: Employ basic study skills
- B2: Reveal basic knowledge and understanding of authors, texts and genres related to the subject field.
- B3: Discuss the importance of historical and cultural contexts to changes in the media and understanding the fast moving, ever-changing nature of the current media climate
- B4: Define the integral relationship between social and cultural contexts and language and meaning, and in particular of the media text as a site for the transmission, affirmation and subversion of values.

Subject Skills

- C1: Illustrate the basics of radio, print and online production
- C2: Reveal understanding of the fundamental broadcasting and journalistic concepts and terminology
- C3: Generate short articles for print/online
- C4: Conduct simple media interviews and translate those into broadcastable items to reveal an understanding of basic newsroom operations, techniques and demands

Practical, Professional and Employability Skills

- D1: Convey standards of presentation both on paper and orally.
- D2: Indicate a career focus and streamlined yet flexible ambition for employment
- D3: Reveal effective and productive basic communication skills in team-work

D4: Demonstrate basic organisational skills

At the end of Level Five, students will be able to:

Summary: Practising extended skills within professional contexts

Knowledge and Understanding

- A1: Apply key skills and the grasp of concepts central to the disciplines in order to provide a foundation for informed decisions about specialisation and independent work.
- A2: Reveal a sophisticated ability to reflect on practice through critical evaluation of own work and that of others.
- A3: Describe and apply a detailed awareness of the relationship between media and other forms of cultural production and academia
- A4: Apply a critical awareness of the role of the audience in the shaping of textual meaning and a specific awareness of editorial context, including fundamental skills, and awareness of ethical issues and specifics of copyright law.

Intellectual Skills

- B1: Demonstrate a detailed knowledge and understanding of authors, texts and genres related to the subject field.
- B2: Reveal a specific awareness of the importance of historical and cultural contexts to changes in the media and understanding the fast moving, ever-changing nature of the current media climate.
- B3: Identify and analyse the integral relationship between social and cultural contexts and language and meaning, and in particular of the media text as a site for the transmission, affirmation and subversion of values.
- B4: Identify and analyse the critical contexts within which media texts operate and apply appropriate analytical research methodologies and strategies to effective research into the workings of the media industries on a local, national and international scale

Subject Skills

- C1: Complete converged journalism projects within a professional context
- C2: Generate articles for publication in a variety of forms.
- C3: Identify and create material for print, radio, visual and online delivery and exemplify working knowledge of terminology and practices appropriate to publication/broadcast and a keen awareness of news judgement
- C4: Exemplify understanding of the media business and the UK and worldwide

Practical, Professional and Employability Skills

- D1: Reveal an effective command of written English together with an appropriate range of critical vocabulary

D2: Apply critical awareness of audience and commercial context

D3: Apply professional standards of presentation both on paper and orally.

D4: Reveal effective organisational skills and productive communication skills in team-work

At the end of Level Six (Ordinary), students will be able to:

Summary: Specialist study, producing professional products and completing final projects to a high standard.

Knowledge and Understanding

A1: Display a wide-ranging knowledge and understanding of concepts, laws and content central to disciplines of broadcasting and journalism.

A2: Reveal comprehensive awareness of editorial context and apply ethical considerations and specific copyright law to real-life projects.

A3: Describe and apply a comprehensive awareness of the relationship between media and other forms of cultural production and academia

A4: Apply a comprehensive critical awareness of the role of the audience in the shaping of textual meaning and a specific awareness of editorial context, including fundamental skills, and awareness of ethical issues and specifics of copyright law.

Intellectual Skills

B1: Research through self-formulated questions, supported by the gathering and organisation of relevant materials resulting in a piece or pieces of work of sustained argumentative and analytic power.

B2: Apply a wide-ranging understanding of media texts as critical exploration of values and cultures

B3: Evaluate views other than their own and exercise a degree of independent critical judgement in the close reading of media texts and associated critical literature.

B4: Compare and to make connections across a wide-range range of journalistic and practical contexts.

Subject Skills

C1: Demonstrate specialisation in key elements of media production related to professional practice.

C2: Critically apply the main legal and regulatory frameworks to all practical work across a range of journalistic and practical genres.

C3: Critically apply advanced understanding of online spheres.

C4: Identify and analyse the media graduate's place in current media landscapes.

Practical, Professional and Employability Skills

- D1: Demonstrate self reliance, independent thought and judgement, detailed exploration of ideas and ability to manage time and resources accordingly.
- D2: Demonstrate the ability to apply skills in literary study in specific employment contexts relevant to future career and employment / business aspirations.
- D3: Apply comprehensive professional standards of presentation both on paper and orally.
- D4: Reveal effective and comprehensive organisational skills and productive communication skills in team-work

At the end of Level Six (Honours), students will be able to:

Summary: Specialist study, producing professional products and completing final projects to an excellent and original standard.

Knowledge and Understanding

- A1: Display a sophisticated and comprehensive knowledge and understanding of concepts, laws and content central to disciplines of broadcasting and journalism.
- A2: Demonstrate sophisticated awareness of editorial context including comprehensive understanding in application of ethical issues and specific copyright law to real-life projects.
- A3: Apply a sophisticated awareness of the relationship between media and other forms of cultural production and academia
- A4: Apply a sophisticated critical awareness of the role of the audience in the shaping of textual meaning and a specific awareness of editorial context, including fundamental skills, and awareness of ethical issues and specifics of copyright law.

Intellectual Skills

- B1: Research through self-formulated questions, supported by the gathering and organisation of relevant materials resulting in a piece or pieces of work of sustained argumentative and analytic power.
- B2: Demonstrate a sophisticated and wide-ranging understanding of media texts as critical exploration of values and cultures and compare and formulate connections and comparisons across an extensive range of journalistic and practical contexts.
- B3: Critically evaluate the ability to consider views other than their own and exercise a degree of independent critical judgement in the close reading of sophisticated media texts and associated critical literature.
- B4: Demonstrate confident powers of textual analysis and fluent critical argument.

Subject Skills

- C1: Reveal enhanced specialisation in key elements of media production related to professional practice.

C2: Critically apply the main legal and regulatory frameworks to all practical work across a wide range of journalistic and practical genres.

C3: Critically apply a comprehensive understanding of online spheres.

C4: Identify and critically analyse the media graduate's place in current media landscapes.

Practical, Professional and Employability Skills

D1: Demonstrate self reliance, creativity and originality, independent thought and judgement, detailed exploration of ideas and ability to manage time and resources accordingly.

D2: Apply sophisticated skills in literary study in specific employment contexts relevant to future career and employment / business aspirations.

D3: Apply sophisticated professional standards of presentation both on paper and orally.

D4: Reveal sophisticated and comprehensive organisational skills and productive communication skills in team-work

Media Communications component:

At the end of Level Four, students will be able to:

Summary: Processing essential skills and understanding key concepts of Media Communications

Knowledge and Understanding

A1: Reflect on practice through basic evaluation of work.

A2: Reveal a basic awareness of the relationship between media and other forms of cultural production and academic or practical research and outline basic communications theory and the social and cultural dimensions of media communications.

A3: Identify the role of the audience in the shaping of textual meaning

Intellectual Skills

B1: Draw on basic knowledge and understanding of authors, texts and genres related to the subject field.

B2: Indicate the importance of basic historical and cultural contexts changes in the media and understanding the fast moving, ever-changing nature of the current media climate

B3: Define the integral relationship between social and cultural contexts and language and meaning, and in particular of the media text as a site for the transmission, affirmation and subversion of values.

Subject Skills

C1: Recognise and apply basics of radio, print and online production as part of an integrated whole and reveal basic communications techniques and demands

C2: Demonstrate understanding of the broadcasting and journalistic concepts and terminology appropriate at this level

C3: Generate short articles for print/online

C4: Conduct simple media interviews and translate those into broadcastable items

Practical, Professional and Employability Skills

D1: Reveal high standards of presentation both on paper and orally.

D2: Recognise career focus and identify own strengths, abilities and areas for improvement in integration of communication skills.

D3: Display basic organisational skills

D4: Reveal effective and productive basic communication skills in team-work

At the end of Level Five, students will be able to:

Summary: Practising extended skills within professional contexts

Knowledge and Understanding

A1: Reveal an ability to reflect on practice through critical evaluation of own work and that of others.

A2: Reveal a detailed awareness of the relationship between media and other forms of cultural production and academia

A3: Apply a critical awareness of the role of the audience in the shaping of textual meaning and concepts central to the disciplines

A4: Utilise an awareness of editorial context, including fundamental skills, and awareness of ethical issues and specifics of copyright law.

Intellectual Skills

B1: Draw on a detailed knowledge and understanding of authors, texts and genres related to the subject field.

B2: Identify the importance of key historical and cultural contexts changes in the media and understanding the fast moving, ever-changing nature of the current media climate.

B3: Analyse the integral relationship between social and cultural contexts and language and meaning, and in particular of integrated media as a vehicle for the transmission, affirmation and subversion of values.

B4: Employ effective and appropriate research, analysis and synthesis of ideas and information in the creation of an extended independent project

Subject Skills

C1: Display working knowledge of terminology and practices appropriate to publication/broadcast/PR

- C2: Generate articles for publication in a variety of forms.
- C3: Research and create material for print, radio, visual and online delivery as an integrated whole.
- C4: Complete converged media communications projects within a professional context

Practical, Professional and Employability Skills

- D1: Reveal an effective command of written English together with an appropriate range of critical vocabulary
- D2: Apply awareness of audience and commercial context.
- D3: Apply effective organisational skills
- D4: Reveal effective and productive communication skills in team-work

At the end of Level Six (Ordinary), students will be able to:

Summary: Specialist study, producing professional products and completing final projects to a high standard.

Knowledge and Understanding

- A1: Display a comprehensive and sophisticated knowledge and understanding of concepts, laws and content central to disciplines of media communications.
- A2: Reveal a comprehensive awareness of the relationship between media and other forms of cultural production and academia
- A3: Apply a critical and comprehensive awareness of the role of the audience in the shaping of textual meaning and concepts central to the disciplines
- A4: Utilise a comprehensive awareness of editorial context, including fundamental skills, and awareness of ethical issues and specifics of copyright law.

Intellectual Skills

- B1: Carry out research through self-formulated questions, supported by the gathering and organisation of relevant materials resulting in a piece or pieces of work of sustained argumentative and analytic power.
- B2: Reveal a comprehensive understanding of media texts as critical exploration of values and cultures
- B3: Examine views other than their own and exercise a degree of independent critical judgement in the close reading of media texts and associated critical literature.
- B4: Identify connections and comparisons across an extensive range of communications contexts explored

Subject Skills

- C1: Apply specialisation in key elements of media production related to professional practice.
- C2: Critically apply the main legal and regulatory frameworks to all practical work across a range of communication genres.
- C3: Critically apply advanced understanding of communications theory with regard to online spheres.
- C4: Demonstrate a comprehensive and critically analytical view of the media graduate's place in current media landscapes.

Practical, Professional and Employability Skills

- D1: Reveal self reliance, independent thought and judgement, detailed exploration of ideas and ability to manage time and resources accordingly.
- D2: Demonstrate the ability to apply skills in view of specific employment contexts relevant to future career and employment / business aspirations.
- D3: Apply comprehensive and effective organisational skills
- D4: Reveal comprehensive effective and productive communication skills in team-work

At the end of Level Six (Honours), students will be able to:

Summary: Specialist study, producing professional products and completing final projects to an excellent and original standard.

Knowledge and Understanding

- A1: Display an analytical and sophisticated knowledge and understanding of concepts, laws and content central to disciplines of media communications.
- A2: Demonstrate an advanced awareness of editorial context in application of real-life projects.
- A3: Apply a critical and sophisticated awareness of the role of the audience in the shaping of textual meaning and concepts central to the disciplines
- A4: Utilise a sophisticated awareness of editorial context, including fundamental skills, and awareness of ethical issues and specifics of copyright law.

Intellectual Skills

- B1: Conduct sophisticated research through self-formulated questions, supported by the gathering and organisation of relevant materials resulting in a piece or pieces of work of sustained argumentative and analytic power.
- B2: Apply a sophisticated and wide-ranging understanding of media texts as critical exploration of values and cultures
- B3: Examine views other than their own and exercise a degree of independent critical judgement in the close reading of media texts and associated critical literature.

B4: Apply confident powers of textual analysis and fluent critical argument.

Subject Skills

C1: Reveal comprehensive specialisation in key elements of media production related to professional practice.

C2: Critically apply the main legal and regulatory frameworks to all practical work across a range of communications genres.

C3: Critically apply sophisticated understanding of communications theory with regard to online spheres.

C4: Apply a sophisticated and critically analytical view of the media graduate's place in current media landscapes.

Practical, Professional and Employability Skills

D1: Reveal self reliance, creativity and originality, independent thought and judgement, detailed exploration of ideas and ability to manage time and resources accordingly.

D2: Apply skills with regard to specific employment contexts relevant to future career and employment / business aspirations.

D3: Apply sophisticated and comprehensive organisational skills

D4: Reveal effective and productive sophisticated communication skills in team-work

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

Learning and teaching strategies will encompass a range of teaching methods to accommodate all learning styles. The programme will focus on building a creative environment giving students the opportunity to develop and explore their own reflective and critical abilities within the scope of practical projects and real-life scenarios. The programme will be centred mainly on practical workshops, lectures, extended projects and seminars plus tutorials to guide students through the learning experience and to regularly assess their progress ahead of periods of self-directed study.

Given the practice-based nature of the component overall the two most important forms of delivery are likely to be

- 1) Tutor-led workshops, with students engaged in a range of practical exercises, and individual tutorials for students to discuss their work and ways in which it can be developed.
- 2) Live or real projects that relate directly to the student's career choices or the creation of the digital portfolio.

The forms of teaching and learning deployed throughout the programme will also include the following:

- lectures, demonstrations, screenings,
- seminars, workshops, work simulations

- tutorials, group and individual project work
- supervised independent learning using resource-based learning packages, including web-based materials
- taking up opportunities for small-scale work-based work placements and visits with local companies;
- sessions which emphasize primarily knowledge acquisition, primarily through lecture-based sessions
- skills development (specific and general transferable), analysis and evaluation, using workshops and simulated exercises to develop research and development skills.
- use of external speakers and lecturers from locally or regionally based practitioners and professionals

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.

Whilst students will not undergo traditional methods of work-based learning, they will engage with a number of outside bodies. For example, visits to the new BBC in Salford with a Q&A session - and a visit to North Wales Media offices in Mold - in conjunction with Glyndŵr University's Centre for Entrepreneurial Learning are both planned for 2009/10 academic year and students engage with local and national media and non media organisations through their work for Calon FM. We also invite regular speakers and role models in by utilising the services offered by Glyndŵr University's Careers Service and the Centre for Entrepreneurial Learning. We will also connect on an extracurricular level with the student Zone and our students will be involved on a voluntary basis in setting up Glyndŵr University's Debating Society and finding a way of publishing the debates via radio, print or online.

Welsh Medium

In accordance with the University's policies on the Welsh Language the course team is fully supportive of the principles of bilingualism. Although the programme is delivered through the medium of English, students are made aware of their right to submit work in the Welsh language. The team will consult the University translation services in such circumstances.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment practices and procedures are in full accordance with the Code of Practice for Student Assessment, and the annual monitoring process provides an intensive review both of the integrity of assessment procedures and the levels of student achievement at both module and overall award levels.

Clear criteria for assessment operate which are set out in the Student Handbook although additional Department-based guidance is provided within module handbooks.

Students are exposed to a wide variety of assessment devices. This includes broader forms of assessment such as portfolios, peer assessment, student contracts, presentations, reflective journals and in-class tests.

All final-year Honours students are required to produce a 40-credit Dissertation or Project, submitted in late April of their final year. This provides all students with the opportunity to

demonstrate graduate-level skills and capability to work independently, to manage projects and self-manage time and resources as appropriate for Honours degree study.

Coursework tasks are set prior to the start of each module, and included in the module handbook made available to all students in both printed form and via Moodle. Coursework submission dates are reviewed to ensure that there is no unreasonable bunching of submission dates.

The programme operates in full accordance with University policy as regards hand back to students, ie that work should be returned within three weeks. Feedback itself takes a number of forms including use of standard feedback sheets, verbal feedback and group tutorials.

Moderation and second-marking procedures are in place and are effective. It is a requirement for a representative sample of Level 5 and 6 coursework to be moderated, with at least 4 scripts per sample (top/middle/bottom + additional) submitted for moderation. Some of these are then passed on to external examiners to confirm that moderation processes are appropriate and effective.

Broadcasting and Journalism

Although several assessment strategies are used in order to test students' knowledge, analytical skills and levels of communication, including case-study, presentation and mock interview, the main assessment tool for this scheme is the portfolio, which is in accordance with the benchmark statement, which notes that many degree schemes within Communication, media, film and cultural studies " emphasise critical engagement also require students to produce a substantial piece of self-managed research and/or a creative production or portfolio of work demonstrating their command of specific skills." The portfolio is the most appropriate form of assessment for a skills-based vocational degree scheme and allows for formative assessment and feedback as well as giving the students the opportunity to put theory into practice and appraise their own work. The time-limited exercise in the Ground-floor Journalism module provides the opportunity for summative assessment and is used to provide the students with the experience of producing journalistic material for radio and on-line media.

Assessment Matrix – Broadcasting and Journalism

Level	Module Title	Credit Value	Assessment Element	Duration or Word Count Equivalence
4	Research Methods for Journalists and Broadcasters	20	Portfolio	2,500 words or equivalent if produced on audio
			Portfolio	2,500 words or equivalent if produced on audio
	Ground floor journalism	20	Time limited exercise	2 hours
			Portfolio	2,500 words
5	The Commissioning Process – Selling Ideas	20	Presentation	Equivalent to 2,500 words
			Brand portfolio	2,500 words
	The Media Business	20	Portfolio	Equivalent to 2,500 words
			Mock interview	Equivalent to 2,500 words
	Multi Media Journalism	20	Time limited	2 hours

			exercise	
			Multimedia portfolio	Equivalent to 2,500 words
6	Applied Broadcasting Practice – TV, Radio and Online	40	Online digital portfolio	Equivalent to 10,000 words
	Media law and ethics	20	Case study	Equivalent to 5,000 words

Media Communications

Assessment for the Media Communications component includes essay, portfolio presentation and project which are appropriate for a skills-based qualification. These varied assessment strategies are employed to test students' knowledge, analytical skills and levels of communication. The emphasis on portfolio work and presentations ensure that students benefit from formative assessment and feedback throughout their studies. The assessment strategy has been chosen to emulate as far as possible the requirements of the workplace. Throughout the component, the connection between Learning and Teaching strategies and assessment patterns is paramount, to enable students to understand the assessment outcomes and to succeed within the formal demands of each assessment unit. At Level 6, assessment consists of two projects of differing word lengths, the extended piece of 10,000 words for the 40 credit Media Project and Portfolio module is due to the nature of the project itself which includes text, creative treatments and design ideas rather than straight text.

Assessment Matrix – Media Communications

Level	Module Title	Credit Value	Assessment Element	Duration or Word Count Equivalence
4	Language, Rhetoric & Communication	20	Essay / Critical Analysis	2,500
			Essay / Critical Analysis	2,500
	Broadcasting & Presentation Skills	20	Presentation	Equivalent to 2,500
			Presentation	Equivalent to 2,500
5	Integrated Media Communications	40	Portfolio	10,000 words or Equivalent
	Communications Theory and Professional Contexts	20	Essay	2,500
			Project Portfolio	2,500
6	Media Project and Portfolio	40	Project	10,000 words or equivalent
	Case Study/project	20	Project	5,000 words

Assessment regulations that apply to the programme

Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply this programme.

Programme Management

The programme operates in accordance with the University-wide quality assurance systems which include:

- Full Annual Monitoring Report: Produced at the end of the academic year and containing a comprehensive retrospective review of all aspects of programme management and operation, student feedback, and mechanisms and processes for quality assurance and the review of academic standards.
- External Examiner reports.
- Other forms of student feedback, including Student Satisfaction Surveys, SPOM results, representations to Staff-Student Consultative Committee, and informal forms of feedback

Each component within the programme is overseen by a Subject Co-ordinator, with responsibilities for the following:

- Academic co-ordination of the component's 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 Department, including Peer Observation of teaching, dissemination of good and best practice, oversight of teaching schedules and Module Handbooks
- Co-ordination of Department-based 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 within the BA Humanities programme.
- The processing of option changes and counselling of students regarding academic progress.
- Further diversified developments from the programme.
- External liaison, including recruitment, publicity and marketing activities, etc.

In terms of the student experience, however, 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:

- 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
- Personal, pastoral and other forms of tutorial support for students taking the module which they are responsible
- Quality monitoring, including processing of annual student feedback questionnaires and, where appropriate, student feedback for individual modules
- 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

Programme team

Team Member	Title	Roles and Responsibilities
Ms Janet Jones	Senior Lecturer in Journalism and Media Communications	Subject Co-ordinator: Journalism and Broadcasting
Ms Sally Harrison	Senior Lecturer in Broadcasting and Media Communications	Subject Co-ordinator: Media Communications
Ms Angela Ferguson	Lecturer in Media Communications	Module Leader
David Atkinson	Lecturer in Broadcasting and Journalism	Module Leader
Phil Parry	Sessional Lecturer: Media Communications	Module Leader
Robert Platt	Sessional Lecturer: Broadcasting & Journalism	Module Leader

The development and delivery of components and programmes is underpinned by a commitment to continuing and extending current research, advanced scholarship and professional practice.

Particular support for learning

Students on the programme will receive the following forms of student support and guidance:

- **Admissions.** All students on the programme will have the opportunity to review their application with staff, and receive appropriate advice and guidance prior to admission. This will include review of expectations of the course and clarification of workload and professional requirements.
- **Induction.** New students on the programme will undergo an induction programme which will provide them with a full introduction to the course, and will include elements of work on study skills and professional development. This includes a full introduction to module selections (discussed below) and full opportunity for individual advice and guidance on study routes.
- **Student Handbook.** All students on the programme will receive a Student Handbook which will contain details and guidance on all aspects of the course and forms of student support and guidance, programme-based, Department-based and institutional
- **Introduction to Module Selection.** New students are provide with a comprehensive introduction to module contents, diets, curriculum and options at the stat of the year (Induction) and at appropriate points in the academic year – in June of each year for students to select modules in the previous year, and also a whole-group meeting at the start of each academic year. Clear guidance is also provided for the Dissertation.
- **Personal Tutor/Personal development Planning.** Each student will have a Personal Tutor, and will be able to meet him or her at least twice per academic year to review progress.
- **Progress Review and Attendance Monitoring.** Student attendance will be subject to regular monitoring through registers, and this will be a means of addressing issues of student support.

In addition, students on the programme will be able to access central forms of student support, including services for:

- Careers

- Counselling
- Student Services (help with finance issues, disability support, etc)
- Library and IT

Details of these services will be made available to students through the Student Handbook

Equality and Diversity

The programme team is committed to the needs of all University stakeholders. There is a clear recognition that the student intake is likely to include individuals who have a range of diverse needs either in terms of disabilities, illness, language, family circumstances or work commitments. In accordance with our legislative obligations every effort is made to facilitate students with particular needs in order to ensure equality in the learning environment.

The programme team works closely with Student Services to ensure that particular learning needs are assessed and acknowledged appropriately. Outcomes of such assessments are then acted upon for example, provision of learning support, time allocation in examinations etc.