

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) Television Production and Technology BA Television Production and Technology Diploma of HE in Television Production and Technology Certificate of HE in Television Production and Technology
Award title	BA (Hons) Television Production and Technology
JACS 2 code	P311
UCAS code (to be completed by admissions)	HW66
Relevant QAA subject benchmark statement/s	Communication, media, film and cultural studies (2008)
Other external and internal reference points used to inform the programme outcomes	BBC Wales Broadcast Project Research Community Media Association Skillset
Mode/s of study (p/t, f/t, distance learning)	Full-Time / Part Time
Language of study	English
Date at which the programme specification was written or revised	Updated August 2012

Criteria for admission to the programme

The programme is subject to Glyndŵr University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Schemes.

Typical requirements:

Entrance requirements have been set at the level of 240 UCAS points through any or a combination of the following:

A-Levels in a relevant subject area;
National Diploma/Certificate in a relevant subject area.

For indicative purposes, relevant subject areas will be Media, Visual Arts, Performance Technologies that will ideally be supported by a portfolio and an interview.

All applicants are normally invited to tour the facilities to ensure that the course they are applying for meets their expectations. The programme content is discussed with applicants during their tour period.

Students will be accepted onto the programme in order of application and on meeting the required entry criteria.

Direct entry into level five/six will be available for applicants with appropriate level four/five qualifications such as Foundation Degrees and/or suitable APL, APeL.

Exceptional Entry / Widening Access

Glyndŵr University is committed to the principle of lifelong learning and to widening access particularly to those groups who have not traditionally accessed higher education. To this end applications from prospective students who do not meet the formal educational qualifications for entry will be considered on an individual basis.

Such applicants will be expected to demonstrate through interview with relevant members of the course team that they have the potential to succeed on the course.

For students already in employment or with relevant previous experience, Glyndŵr University's procedures for the accreditation of prior learning (APL) will ensure that outcomes already achieved by an applicant, whether through experience or other qualifications, can be identified, authenticated and accredited against the qualification specification without the need for repetition.

Aims of the programme

This programme is designed to combine the artistic and visual skills required for the successful production of Television with the scientific knowledge and expertise that underpins the function of the Television environment. This approach has been adopted based on its successful application in other artistic/technological routes such as Music Technology and Sound Studio Performance Technology.

It is now accepted that art based practitioners have to understand and embrace technology

as normal working practice and the programme has been designed to accommodate this through the introduction of technology and science in an applied manner, where and when necessary throughout the curriculum. The main aims of the programme are;

1. To produce graduate students with the knowledge, tools and competencies to enable a successful career within the broadcast/production area of the Television and visual media Industries.
2. To enable the student to exploit and engage their understanding of new and emergent technological media forms and their relation both to their industrial application, social context and to earlier forms.
3. Provide a depth of critical understanding of key production processes and professional practices relevant to television, media, cultural and communicative industries, and of ways of conceptualising creativity and authorship.
4. Enable the students to produce work showing capability in operational aspects of television production technologies, systems, techniques and professional practices
5. 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
6. To provide for each student a sequence of learning experiences that are vocationally relevant, whilst also providing for creative thinking, subject knowledge and academic skills in analysis, evaluation and synthesis alongside high levels of practical studio/workshop skills.
7. To provide a stimulating/caring and supportive teaching and learning environment within which students are able to fulfil their own creative potential as highly employable practitioners in the field of Television production.
8. To respond to and provide for the employment needs of the local, regional and national economy in the area of Television production.
9. To ensure that students have a critical appreciation of their own work and work of others within their chosen subject and in a professional and international context.

Distinctive features of the programme

This course will equip the student with the key technical skills, design and artistic concepts that are required for success in the television production industry. Developed in close consultation with the BBC, Skill Set and leading industry experts, the course gives the student the opportunity to learn and work in a real production environment. The Centre for Creative Industries within which the course is based has been devised and built to the highest production standards and is the home of the BBC in North East Wales. This offers a major advantage to graduates through the opportunity to network with industry professionals and also through the inclusion of guest seminars from the BBC and other leading broadcast and production companies. The new Centre features Television Studio, Post-Production, 3D workshop, Media Training, and Computer Editing facilities that underpin the programme.

The University has a number of media outlets including the corporate Glyndŵr.tv and the student led GTV that provide ongoing professional production opportunities utilised in content delivery and assessment throughout the course. The course is designed to enable the student to explore key areas of television production.

The emphasis of the course is an expectation for students to engage in the day-to-day operation of the television channels and production facility, extending student participation beyond the lecture room.

The modules of study have been devised to provide a broad base of knowledge that bridges the artistic and design considerations of production with the technical expertise and ability to

deliver media across multiple platforms. This is essential in the production environment of the future as roles and responsibilities are blurred through the ongoing development of technology.

The course will develop an appreciation of the context of the audio visual industries, including the vital skills of enterprise management and entrepreneurship. This is an integral component of the course and will equip the student with the business acumen to succeed in an industry that relies heavily on freelance multi-skilled practitioners. Due to the diverse structure of the industry, it is imperative that the student emerges from the course understanding the importance of team delivery of projects and is able to operate and communicate on this level. The extended opportunities to create professional media whilst studying, offer the student the ideal opportunity to create work that will demonstrate these key attributes. This can then be used as a base to develop the students own role on a freelance basis or to demonstrate their ability to a future employer. Opportunities are embedded within the curriculum and the campus infrastructure to help the student in this area. The Creative Futures week brings together practitioners from industry for a series of seminars offering the student the chance to network and develop their own practice. Calon FM is a Community Radio station for Wrexham that broadcasts on FM and has a reach in excess of a twelve mile radius. It is based on campus and is open for student participation. This offers an outstanding opportunity for projects that will equip the students CV with real work experience in readiness for graduation.

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

Programme structure:

Level & Module Title			
Level 4	Semester	Code	Credits
Creative Media Practice	1	ARD404	20
Audio Visual Technology	1	New	20
Studio Technology	1	New	20
Creative Media Production	2	ARD406	20
Creative Futures 1	2	ARD409	20
Lighting and Colour	2	New	20
Level 5	Semester	Code	Credits
Production Design	1	New	20
Special Effects	1	New	20
Studio Design	1	CMT508	20
Research Methods	2	ARD505	20
Creative Media Directions	2	ARD507	20
Broadcast Standards	2	CMT502	20

Level 6	Semester	Code	Credits
Audio Post Production	1	CMT601	20
Collaborative Project	1	CMT304	20
Modern Media Delivery	1	New	20
Emerging Technology	2	New	20
Dissertation (Option)	2	CMT305	40
Negotiated Study (Option)	2	ARD603	40

The mode of the programme will normally be full-time but also part-time for those unable to make a full-time commitment due to other responsibilities. The programme is designed to encourage wide participation in this respect. Delivery of the part time route would be dependent on student numbers.

The course will normally be delivered over three academic years with a maximum registration period of five years and a minimum of one year.

Certificate of Higher Education Television Production and Technology

120 credit points at level 4 or above

Diploma of Higher Education Television Production and Technology

240 credit points, of which a minimum of 120 credit points must be at Level 5 or above.

BA Television Production and Technology

300 credit points, of which a minimum of 60 credits and a maximum of 80 credits shall be at level 6.

BA(Hons) Television Production and Technology

360 credit points, of which a maximum of 120 must be at Level 4

AND

120 must normally be at level 5 and 120 at level 6

Intended learning outcomes of the programme

Level Four

Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well-defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives or approaches within Television and Production Technology.

Knowledge and understanding

- A1 Use practical, theoretical or technical understanding to address problems that are well-defined but complex and non-routine within the subject area of Television and Production Technology.
- A2 Analyse, interpret and evaluate relevant information and ideas and apply them to scenarios within Television and Production Technology.
- A3 Be aware of the nature and approximate scope of the area of study.

- A4 Have an informed awareness of different perspectives or approaches within the area of study of Television and Production Technology.

Intellectual Skills

- B1 Address problems that are complex and non-routine while normally fairly well-defined.
- B2 Identify, adapt and use appropriate methods and skills.
- B3 Initiate and use appropriate investigation to inform actions.
- B4 Review the effectiveness and appropriateness of methods, actions and results as applied to the study of Television and Production Technology.

Subject Skills

- C1 Evaluate the appropriateness of different approaches to solving problems related to Television Production and Technology.
- C2 Knowledge of the underlying concepts and principles associated with Television Production and Technology.

Practical, Professional and Employability Skills

- D1 Take responsibility for courses of action, including where relevant responsibility for the work of others.
- D2 Exercise autonomy and judgement within broad but generally well-defined parameters.

Level Five

Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.

Knowledge and understanding

- A1 Use practical, theoretical or technological understanding to find ways forward in broadly-defined, complex contexts.
- A2 Analyse, interpret and evaluate relevant information, concepts and ideas.
- A3 Be aware of the nature and scope of the area of Television and Production Technology.
- A4 Understand different perspectives, approaches or schools of thought in the subject area Television and Production Technology and comprehend the reasoning behind them.

Intellectual Skills

- B1 Address broadly-defined, complex problems relating to Television and Production Technology.
- B2 Determine, adapt and use appropriate methods and skills.
- B3 Use relevant research or development to inform actions.
- B4 Evaluate actions, methods and results to draw conclusions relating to Television and Production Technology.

Subject Skills

- C1 Produce work demonstrating advanced technical expertise in the area Television Production and Technology.
- C2 Analyse complex problems and design effective solutions in the field of Television Production and Technology.

Practical, Professional and Employability Skills

- D1 Take responsibility for the planning and developing of courses of action, including where relevant responsibility for the work of others.
- D2 Exercise autonomy and judgement within broad parameters and apply this to the area of Television and Production Technology.

Level Six

Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.

Knowledge and understanding

- A1 Refine and use practical, conceptual or technological understanding to create ways forward in contexts where there are many interacting factors.
- A2 Critically analyse, interpret and evaluate complex information, concepts and ideas within the specialist area of Television and Production Technology.
- A3 Understand the context in which the area of study or work is located.
- A4 Be aware of current developments in the area of Television and Production Technology.
- A5 Understand different perspectives, approaches or schools of thought and the theories that underpin them.

Intellectual Skills

- B1 Address problems that have limited definition and involve many interacting factors.
- B2 Determine, refine, adapt and use appropriate methods and skills.
- B3 Use and where appropriate define relevant research and development to inform actions.
- B4 Evaluate actions, methods and results and their implication as applied to Television and Production Technology.

Subject Skills

- C1 Interpret the contents of relevant journals/articles and other sources relating to Television Production and Technology.
- C2 Evaluate and apply critical judgement to the theories and techniques that relate to Television Production and Technology.

Practical, Professional and Employability Skills

- D1 Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes and developments.
- D2 Initiate and lead tasks and processes, taking responsibility, where relevant, for the work and roles of others in the field of Television and Production Technology.
- D3 Exercise broad autonomy and judgement.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Curriculum Matrix

Level & Module Title	Achievement evidenced													
Level 4	A	A	A	A	B	B	B	B	C	C	D	D		
	1	2	3	4	1	2	3	4	1	2	1	2		
Creative Media Practice	X	X	X	X	X	X	X	X	X		X	X		
Studio Technology	X	X	X	X	X	X	X	X	X	X	X	X		
Lighting and Colour	X	X	X	X	X	X	X	X	X	X	X	X		
Creative Media Production	X	X	X	X	X	X	X	X	X	X	X	X		
Creative Futures 1	X	X	X	X	X	X	X	X	X	X		X		
Audio Visual Science	X	X	X	X	X	X	X	X	X	X		X		
Level 5	A	A	A	A	B	B	B	B	C	C	D	D		
	1	2	3	4	1	2	3	4	1	2	1	2		
Production Design	X	X	X	X	X	X	X	X	X	X	X	X		
Special Effects	X	X	X	X	X	X	X	X	X		X	X		
Studio Design	X	X	X	X	X	X	X	X	X	X	X	X		
Research Methods	X	X	X	X	X	X	X	X		X		X		
Creative Media Directions	X	X	X	X	X	X	X	X	X	X	X	X		
Broadcast Standards	X	X	X	X	X	X	X	X	X	X		X		
Level 6 (Ordinary)	A	A	A	A	A	B	B	B	B	C	C	D	D	D3
	1	2	3	4	5	1	2	3	4	1	2	1	2	
Audio Post Production	X	X	X	X	X	X	X	X	X		X	X	X	
Collaborative Project	X	X	X	X	X	X	X	X	X		X	X	X	
Modern Media Delivery	X	X	X	X	X	X	X	X	X		X		X	
Emerging Technology	X	X	X	X	X	X	X	X	X	X	X	X	X	
Level 6 (Honours)	A	A	A	A	A	B	B	B	B	C	C	D	D	D3
	1	2	3	4	5	1	2	3	4	1	2	1	2	
Audio Post Production	X	X	X	X	X	X	X	X	X		X	X	X	
Collaborative Project	X	X	X	X	X	X	X	X	X		X	X	X	
Modern Media Delivery	X	X	X	X	X	X	X	X	X		X		X	
Emerging Technology	X	X	X	X	X	X	X	X	X	X	X	X	X	
Dissertation (Option)	X	X	X	X	X	X	X	X	X	X	X	X		X
Negotiated Study (Option)	X	X	X	X	X	X	X	X	X	X	X	X		X

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

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 student with the maximum opportunity to utilise and build upon experience gained within a participating learning environment.

The majority of the work will be studio/workshop based and practical in nature supported with lectures, talks by specialist guest speakers, demonstrations, tutorials, seminars and critiques. Students will undergo a series of set and chosen (both individual and team), 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 course. The aims of the PDP process are to ensure that students are responsible for their personal development through reflective 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

Choice of Dissertation or Negotiated Study in level 6.

The student will be offered the opportunity to take one of these modules as an option in Level 6. In order for the student to fully appreciate the differences in content, the students will be given a tutorial towards the end of level 5 where the Programme and Module leaders will explain the approach and learning outcomes of both Modules to enable the student to make the appropriate choice for their chosen learning and career path.

Welsh Medium

Whilst the programme will be delivered through the medium of English, students have the right to submit course work and essays in Welsh, regardless of whether the main language of assessment of their programme is Welsh or English. If they prefer to be assessed in Welsh, they can approach their programme leader who will make the proper arrangements. Students wishing to be assessed in Welsh will be advised to notify the student programme

centre within two weeks of commencing their studies.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment is continuous and relates to all aspects of the programmes, providing more carefully defined emphasis on formative assessment and feedback throughout the academic year. This enables opportunity for success, rather than failure of modules.

Assessment is designed to enable students to participate in the measurement of their own progress and also to judge their level within their year group. This can be through group interaction with critical analysis where students will submit a range of research pre-production and screen based production work, technical/ production files, journals, essays and audio-visual presentations.

Students are also encouraged to provide written evaluations at the end of subject study modules. This is particularly important for final year students in developing their critical analysis and autonomy during Negotiated Studies.

Details on assessment are provided to students in their handbooks. The Degree Classification Grids provide students with descriptive statements on how assessment decisions are arrived at under the main criteria for Honours calculation. Glyndŵr University's rules and regulations on assessment and procedures can also be found on the student intranet.

Assessment criteria are linked to 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 process is developed in a variety of ways and is seen as an integral part of the learning process. All modules are assessed and credit awarded subject to Assessment Board approval, following the satisfactory completion of the module. Assignment work for each module is graded with a percentage mark and the assessment criteria for percentage marks are clearly defined on the assessment specification sheets.

Students are made aware of what to do if they are unable to hand in work by a deadline or have mitigating circumstances.

During formative assessment, students receive verbal feedback on their performance with pointers on areas of good practice, areas that need further work etc. This is followed by tutorials where students receive more detailed written feedback.

Peer assessment has also been developed which encourages critical understanding and ownership of learning processes, particularly within team assignments. A higher level of professional practice skills and supportive group dynamics have had lasting benefits in understanding the subject matter and encouraging further team assignments.

Summative assessment is the calibration, recognition and recording of a student's standard and level for examination and grading and takes place at the end of modules and at end of year reviews of work at the conclusion of each major stage of a programme.

Assessment regulations that apply to the programme

University regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply to this programme.

Programme Management

The programme will be managed under the auspices of the Department of the Creative Industries and the programme will develop and operate within the terms of the overall management of curriculum.

The designated Programme Leader is Colin Heron, who will be responsible for the day-to-day running of the programme, including:

- The management and development of curriculum and the course portfolio
- Student tracking and student records
- Collation of assessment data, presentation of data at assessment boards
- Management/co-ordination of overall assessment activities across the programme
- Liaison with external bodies and agencies,
- 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, to be distributed to students at the start of all 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 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

The programme team members responsible for the delivery of the course are;

Dr Stuart Cunningham

Steven Davies

Sonia Di Gennaro

Yvonne Eckersley

Stuart Edwards

Colin Heron

Marisse Mari

John Reynolds

Richard Smith

Mike Wright

Particular support for learning

Students studying Television Production and Technology have a range of support mechanisms available to them. These are explained and offered from before the student joins the course. The process starts from the first contact or expression of interest.

The induction process introduces the student to the range of support offered by the programme team and Glyndŵr University. Sessions are offered with regard to finance, additional learning needs, time management, and learning enhancement, including numeric or language skills.

The programme team offers support mechanisms through the VLE as well as allocating each student a personal tutor.

Equality and Diversity

The course offers a positive environment where diversity and difference are valued, the team will promote equality of opportunity and good relations between people of different racial groups.

The University has adopted a policy of providing equal opportunities for all its students, staff, applicants and others involved in its work. One aspect of this policy is its intention to prevent, as far as possible, the harassment of one person by another, whether on the basis of gender, sexual orientation, sexuality, race or ethnic origin, religion, disability, or any other personal attributes or views held by the person harassed.

As part of the University's Disability Policy, students with a physical disability or learning difference are encouraged to contact the University Disability Adviser to ensure their needs are acknowledged formally. The outcome of such an assessment could result, for example, in additional time being allowed for examinations, or the provision of further learning support.