Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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  8.1 Programme Specification(s)
1. **Welcome to the course**

Welcome to UCLan, and to your course.

We hope you will enjoy your time here and achieve your aims.

This handbook is for new students on the BA (Hons) Television Production course at UCLan. The handbook is intended to be a source of information on the academic and administrative aspects of your course, so please keep it safe for the remainder of your time at UCLan.

The handbook will have different uses at different times. You should become familiar with what is in it but not necessarily read it from cover to cover to start with. You should have looked through it in the first week and read most of it in the first three weeks. If there is anything you do not understand, please ask us about it.

By reading this handbook now and referring to it in the future, it will help you to gain maximum benefit from your course and help you adjust to life in the University.

This course has evolved since 1991 when the first ‘Media Technology’ modules were available as a route on a Combined Studies course. As such, UCLan has the longest running ‘Media Technology’ programme in the UK. The programme now consists of three closely aligned honours degrees in ‘Television Production’, ‘Web Design & Development’ and ‘Media Production’. The course was a BSc, but in 2014 the course title became BA (Hons) Television Production.

### 1.1 Rationale, aims and learning outcomes of the course

The course is of a technical nature, however it aims to give you knowledge and understanding of how to create award winning broadcast content, along with production skills in the various areas to allow for this content to be generated. This enables you to make best use of the technology in a creative environment and also to assess and assimilate new technologies as they emerge.

The aims of the BA (Hons) TV Production course are fully stated in the Programme Specification.

**AIMS**

To provide a platform to an understanding of the broadcast industry and associated production technologies and processes.

Allow for a systematic understanding of key aspects of the broadcast field including detailed knowledge of some areas and an appreciation of the limitations of that knowledge.

Harness an analytical approach to solving media-related problems.

Design content that has relevance in narrative form, media language and the wider contextual application.

Develop skills and knowledge of organisation, interpersonal communication and legal/ethical compliance.

Develop skills relevant to professional development and an awareness of building future prosperity & continuing knowledge wealth.

On successful completion of the course, you will be awarded a **BA Honours Degree** in **Television Production**. If you do not fully complete the course, or have to withdraw from University, it is possible that you may be awarded an alternative award, for details of these, speak to your course leader.

### 1.2 Course Team
1.3 Expertise of staff

Adam Robson
Adam is the course Leader of BA (Hons) Television Production. Adam is presently active in industry working as a freelance camera operator, editor and content producer. Adam gained an MA in Media Production in 2003 and completed a further post graduate degree in education in 2005, he has taught Media Production for ten years. Adam has 15 years Media industry experience working for clients across the UK and is the currently the director of a large independent Live multi-camera sports filming crew working across England Ireland & Scotland. Adam has also produced content for BBC3, Sky Active Channel and produced a series of popular Mixed Martial Arts TV shows for My Channel. Adam has a keen interest in location web broadcasting and multi-camera event capture.

Rob Griffiths
Rob is the course leader for the Media Foundation entry programme at UCLan, having designed this interdisciplinary course. Rob’s industry background is the world of Television Engineering and he has an active interest in Television Broadcast Systems and Studio System designs regularly attending national and international broadcast technology conferences to help keep up to date in this field. Rob is a member of several European Broadcasting Union working groups including the group on Ultra High Definition Television Systems. Rob holds a PGCE, a Master’s in Education and is a Fellow of the Higher Education Academy.

Mark Porter
Mark is a graduate of the University of Warwick (BSc Biochemistry) and UCLan (MSc Multimedia Computing). With experience in the SME manufacturing industry sector and then freelance web developer & learning technologist. Mark’s major interests are the implementation of web based technologies in industry and education, including mobile platforms & touch interfaces. Mark is currently involved in Knowledge Transfer activities such as Innovation Vouchers, KT Partnerships and internships.

Simon Lovell
Simon is a Course Leader for BA (Hons) Continuing Drama Production. He is professional filmmaker and film director with vast experience working with clients including BBC, ITV, Sky Sports, MUTV, ILC Media, Everton FC and ADI TV. Simon has developed a range of video productions, including feature films, corporate videos, commercials, dramas, live Premiership football matches and Europe’s largest music festivals. Simon is also an expert in concept development from storyboarding through to post-production and final delivery, managing creative concepts and delivering digital film content.

Steve Lawson
Steve is the Course Leader for BA (Hons) Screenwriting. He has been a professional scriptwriter since 1996, writing predominantly for TV. His broadcast credits include, Holby City, Brookside, The Bill, Hollyoaks, The Cops, Merseybeat and Nice Guy Eddie. Steve has also written for Film, Theatre and Radio. In 2011, he graduated from Salford University with an MA with Distinction in Television and Radio Scriptwriting.

1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the
year. Your Academic Advisor will be able to help you with personal development, including
developing skills in self-awareness, reflection and action planning.

1.5 Administration details

Course Administration Services provides academic administration support for
students and staff and are located in the following hubs which open from 8.45am
until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general
assistance and advice regarding specific processes such as extenuating circumstances,
extensions and appeals.

Allen Building
Medicine
Dentistry
telephone: 01772 895566
email: AllenHub@uclan.ac.uk

Harris Building
Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
e mail: HarrisHub@uclan.ac.uk

Foster Building
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
e mail: FosterHub@uclan.ac.uk

Computing and Technology Building
Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
e mail: CandTHub@uclan.ac.uk

Greenbank Building
Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
e mail: GreenbankHub@uclan.ac.uk

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
e mail: BrookHub@uclan.ac.uk
1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

When you log onto a UCLan networked computer and open a web-browser, you should be taken to the Student Portal. This is your entry point to all of the web-based tools and services associated with you as a student, such as your email, your timetable, E-learn (Blackboard) and ‘myUCLan’, which is where you can view the personal information we hold about you as well as your academic progress. You can also visit the Student Portal from a non-UCLan computer via any web-browser:
> https://portal.uclan.ac.uk

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. The reports from the External Examiner are available for you to read via E-learn (Blackboard). The External Examiner(s) will also view a sample of student coursework for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks as well as some work that achieved grades in the middle range.

The External Examiner is Lorna Dean Gibbs. Senior Lecturer in Creative Technology
Bournemouth University

2. Structure of the course

2.1 Overall structure

See Programme Specification below

There is a foundation entry route and details of this can be found in the appendix.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module. A breakdown of all the modules and their requirements, aims & learning outcomes are available on blackboard.

2.3 Course requirements

The modules which must be studied in order to complete the course are shown in the programme specification at the end of this document. There are a number of exit awards for students who do not complete the full BA (Hons) course; the requirements for these are also listed in the full Programme Specification.
2.4 Progression Information
Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

Progression is the time in your course when you take guidance and make decisions about the modules that you will study in the future. It is an opportunity for you to make plans for your study over the next academic year. We will tell you about the various modules and routes available to you, and agree with you on the most appropriate (and valid) course of study for you. Discussions about progression normally take place in February or March each year.

Your choices about optional modules and the route your take towards the BA award is an important part of your student and graduate persona. If the options are too overwhelming, you might like to look at some suggested routes which broadly correspond to career interests.

Taking a Year Out
To take a year out you must intercalate. “Intercalation” means interrupting your academic studies and simply carrying on where you left off a year later. You may wish to intercalate in order to spend a year engaged in relevant work experience. This will complement your academic studies and help you direct your future career choices. Alternatively, you may need to suspend your studies in order to prioritise.

Studying Abroad
Several students on the course have undertaken a part of their course at a partner institution overseas. There will be a talk about study abroad opportunities in Welcome Week. The course has been specifically designed to accommodate an optional year or semester abroad in for your second year. This is in place of, rather than in addition to, the second year delivered here at UCLan, resulting in the same qualification.

You are encouraged to attend these talks! Several students on the course have taken advantage of this life-changing opportunity. Some of the students who did not explore the options ended up regretting it!

2.4 Study Time
2.4.1 Weekly timetable
Your personalised electronic timetable can be viewed online at: https://dailytimetable.uclan.ac.uk https://weeklytimetable.uclan.ac.uk

2.4.2 Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per credit. This equates to forty hours per week for full-time students. Therefore, for each of the six modules a typical first-year student would take, you should conduct 3 to 4 hours of private study in addition to the timetabled classes.

This private study may involve independent or group study, and you will have to carefully schedule and manage this workload in order to preserve a balance between University and the rest of your life. One piece of advice that progressing student often offer to new students is this: don’t leave assignments until the last minute! Start them as soon as you receive them!

Try to be disciplined about a regular commitment of time and work for each module each week. If your participation in the course is limited to the classes you attend, you are probably not doing
nearly enough work. If you are ever uncertain about how you should be devoting time to the course, please speak to your Academic Advisor.

2.4.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module.
C and T Students should report non-attendance to the hub email: CandTHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891994 or 01772 891995.

Notification of illness or exceptional requests for leave of absence must be made to your Academic Advisor, in the same way that you would do if you could not get to work one day. A phone call followed up by an email is a suitable method.

You will be contacted if your attendance falls below our expectations, either by your Academic Advisor, Administrative staff or the Head of School. This is so that we can support you with any problems you may be having, or take further action.

If you are an international student then you have responsibilities under the UK Border Agency (UKBA) Points Based System (PBS) - you must attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

2.4.4 Non-Attendance
If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance, and student finance authorities (and, if relevant, the UK Border Agency) will be notified that you have ceased to be a student.

A large proportion of the work on many of the modules relies on teamwork. It is essential to the success of this work that you show up for all classes and meetings with your team members. Poor attendance usually correlates with poor results. In other words, if you want to continue at the University for a complete degree, it is essential to turn up whenever you are supposed to.

2.4.5 Attendance Monitoring
We operate an electronic attendance monitoring system (‘SAM’) and attendance data may be gathered on a sign-in sheet or by means of scanning your card on a reader mounted outside the room.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries (e.g. scanning a card of an absent classmate) can be disciplined under the student guide to regulations.

2.4.6 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please contact the Information Governance Officer.

> Information Governance Officer Clerk to the Board Service University of Central Lancashire Preston
DPFOIA@uclan.ac.uk
3. Approaches to teaching and learning
3.1 Learning and teaching methods
Learning and teaching methods vary quite widely from module to module and from week to week. There are some formal lectures, workshops, screenings, review sessions, seminars, directed study, demonstrations, guided practical sessions and simulated/live project briefs as individuals or in teams.

Many classes are supported by material on E-learn (Blackboard) which you are expected to access before, after or during the classes.

At level 4 (first year; see page 13 for an explanation of levels) you will find that the work is quite guided and should enable you to acquire a broad knowledge and skills base. At level 5 (second year) you will acquire more specialist knowledge and skills and will be applying them in more complex situations. By level 6 (third year) you will be consolidating and extending your knowledge in real-world situations, applying your problem-solving skills to solve complex problems and making your own decisions on what you need to learn next.

You will notice that students of other courses may be sitting beside you in the modules that you take, particularly in the first year. The overlap between this course and other courses is a deliberate feature of the course. You will be expected to interact with and share knowledge and expertise with your peers from partner courses.

This is for several reasons:

■ There is a very important need for ‘multi- skilling’ in the modern media industry. Practitioners will commonly be collaborating with experts across the disciplines of video, audio, multimedia and interactivity.
■ We believe that people working exclusively in one media should have some knowledge and understanding of the technology and working practices of other areas.

3.2 Study skills
Study skills are very important for your life here at UCLan. Your Academic Advisor will be guiding you through the range of support opportunities at the university, including WISER (Walk In Study Enhancement through Review). This is a service that can help you adapting to life at the university as well as helping you organise yourself. They offer a wide range of non-subject specific study support and advice.

> [http://www.uclan.ac.uk/students/study/wiser/]
3.3 Learning resources

3.3.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS (Library Information Service). They provide free training sessions designed to enable you to gain all the skills you need for your research and study. For more information, visit the library, which is open 24-hours-per-day for most of the year.

> [http://www.uclan.ac.uk/students/study/library/index.php](http://www.uclan.ac.uk/students/study/library/index.php)

3.3.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

> [www.uclan.ac.uk/students/study/library/electronic_resources.php](http://www.uclan.ac.uk/students/study/library/electronic_resources.php)

As well as the library and electronic resources, LIS also take care of the IT and specialist resources on campus. There are computers (PCs and Macs) that you can use in many places around the campus. There are also printers in most buildings. LIS have guidance on locating available computers and connecting to printers.

> [www.uclan.ac.uk/students/study/library/computers_printers_scanners.php](http://www.uclan.ac.uk/students/study/library/computers_printers_scanners.php)

If you have any problems with computers, email, network access, specialist spaces, contact LIS for assistance.

> liscustomersupport@uclan.ac.uk [www.uclan.ac.uk/students/faq/](http://www.uclan.ac.uk/students/faq/) or call 01772 89 5355

3.3.3 Booking of Facilities
The facilities in the Media Factory are in use by students on your course and by many others. This means that at times it is very busy. For work outside timetabled hours, you have to book space and equipment; you will learn about the procedure for booking equipment and resources become necessary for modules.

If you have any difficulty with electronic or audio-visual equipment, you can contact the LIS Helpdesk.

> liscustomersupport@uclan.ac.uk
3.3.4 Books

Lecturers will recommend books from time to time and each module has an online reading list. Every book in the module reading list is available from the Library. Some texts have useful continuous reference value and may be worth purchasing. These are specifically identified in the relevant reading list.

> http://readinglists.central-lancashire.ac.uk/

3.4 Personal development planning

Personal Development Planning (PDP) is a process of reflection on learning, performance and achievement, and the planning for personal, educational and career development. PDP is where you review, plan and take responsibility for your own learning. You have already done some PDP in selecting and enrolling on this course.

Some of the compulsory modules include assessments in which there is a formal assessment of your ability to reflect upon and strategically develop your skills, but to be effective, it must be self-initiated, and conducted with honesty and realism.

3.5 Preparing for your career

Employability

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability integrated into it at every level. Many of the assignments will be devised to develop the skills that employers look for. There will also be many opportunities to work on client-based projects. Whenever we receive opportunities of extracurricular placements, employment or work-experience, these will be relayed to you by your Academic Advisor.

You might also look for relevant summer work in the media industry.

3.5.1 Careers

‘Careers’ offers a range of support for you including:-

- Career and employability advice and guidance appointments.
- Support to find work placements, internships, voluntary opportunities, part-time employment and live projects.
- Workshops, seminars, modules, certificates and events to develop your skills.

There is a daily drop-in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

> www.uclan.ac.uk/careers
4. Student Support

4.1 The <i>The i</i>
The <i>i</i> is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the <i>i</i> shop and UCLan Financial Support Bursary (first year students only).
> www.uclan.ac.uk/students/study/library/the_i.php

4.1.2 M & M Peer Mentoring
You may benefit from one of our organised mentoring programmes, in which experienced students can offer new students a helpful, one-to-one perspective on student matters.
> www.uclan.ac.uk/students/health/m_and_m/index.php

4.1.3 Academic Support
If you need help relating to lecture material or assignments, it is best to seek help from the member of staff delivering the module. However, please remember that academic staff are busy people and they may not be able to give you time at the exact moment you knock on the door or send an email. All staff offer particular ‘office hours’ each week when they will be available for bookable meetings. These hours may be published electronically (check the signature details in any email) or near their office.

4.4 Academic Advisors
Your Academic Advisor is here to provide you with academic support and guidance during your course. Your Academic Advisor will:

■ Offer academic advice throughout the year
■ Monitor your attendance, progress and attainment through the year
■ Help you assess your progress
■ Advise on progression issues such as option choices
■ In some instances, refer you to the module leader for clarification of detailed academic problems
■ Offer personal support, referring you to relevant University support services where appropriate
■ Advise you in the context of any disciplinary matters.

It is up to you to make appropriate use of your Academic Advisor. You are expected to:

■ make sure you know who your Academic Advisor is and how to contact them
■ make sure they know who you are
■ make appointments to see them if you have course-related issues you need to discuss
■ watch out for emails asking you to make appointments or attend meetings with them
■ turn up for meetings and/or respond to requests for information.

> Adam Robson
Media Factory, room ME330 01772 89 3907
arobson5@uclan.ac.uk Twitter : @UCLanTelevision
Your Academic Advisor is also available to help with any problems you may have at any stage during the year. They will be unable to do so if you do not take the time and effort to meet and discuss your progress with them.

Try to make good use of your Academic Advisor. They are knowledgeable about the subject area, the related industry, and what is required to succeed on your course.

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service or let one of the course team know as soon as possible.

> disability@uclan.ac.uk

With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.2.1 Assessment arrangements for students with disabilities
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available.
Contact the Disability Adviser for advice and information.

> disability@uclan.ac.uk

4.3 Students’ Union One Stop Shop
The Opportunities Centre is the Union’s One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

If your course is for students not studying on the main campus please include the following: as one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.

5. Assessment
5.1 Assessment Strategy
Formative assessment is a way for teaching staff to let you know how well you are doing and usually comes with a Formative Grade. Formative grades do not count towards your final grade. You should be ready to submit work for formative assessment well before the final assignment submission deadline.

Summative assessment is final, providing you with feedback and a numeric grade which will be used in the calculation of your final module grade. No further work can be done to improve the grade except under special circumstances, e.g. an attempt has been made but the grade is below a pass. Every assessment is designed to help you prove that you have achieved one or more of the Learning Outcomes of the module that you are studying. The Assignment Specification will explain which of the Learning Outcomes you must work to achieve. Module Learning Outcomes contribute towards your achievement of the course Learning Outcomes described in the Programme Specification (see Section 8.1).

5.2 Notification of assignments and examination arrangements
Assessments may be practical assignments and exams of various types. You may be asked to create a design, build something, submit a report, make a presentation, complete an exercise and/or sit an exam. You may work in a group but you will usually write-up and submit work individually so that you gain credit for your contribution. Peer group assessment and critical review sessions may form part of the overall assessment of the work. Assignment Specifications state how and when you submit the work for assessment.

Further information about assessment method for any module is included in the relevant Module Descriptor. These are accessible via Blackboard.

5.3 Referencing
When referencing the work of others you are required to adopt a standard referencing style. Harvard Referencing is widely recognised and required by many courses and unless you have a good reason to adopt another system please use it.

See: https://www.uclan.ac.uk/students/study/wiser/referencing_guides.php

5.4 Confidential material
The gathering, storage and use of data that can be linked to an individual is subject to ethical and legal regulations. For example, a simple survey asking for name, age and gender needs to meet ethical requirements before it can be approved and used.

Full details can be found in section 3 of the Ethical Principles guidance.

See: www.uclan.ac.uk/students/research/files/Research_ethical_principles_Oct2012.pdf

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in the Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give. The course has changed significantly based on student feedback; more studio time, additional opportunities, sports related modules to name a few, started out as suggestions and now form a strong part of the overall course.
In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting:

- Update on actions completed since the last meeting;
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National/UCLan student surveys;
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, & Academic Advisor arrangements.
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.
8. Appendices

8.1 Programme
**Programme Specification**

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

*Sources of information on the programme can be found in Section 17*

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Journalism, Media &amp; Performance</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>Professional industry accreditation by JAMES</td>
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<tr>
<td>5. Title of Final Award</td>
<td>BA (Hons) Television Production</td>
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<tr>
<td>6. Modes of Attendance offered</td>
<td>FT / PT</td>
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<tr>
<td>7. UCAS Code</td>
<td>P311; Short form</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>QAA 251 06/08, Communication, media, film and cultural studies.</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>April 2018</td>
</tr>
<tr>
<td>11. Aims of the Programme</td>
<td>To provide a platform to an understanding of the broadcast industry and associated production technologies and processes.</td>
</tr>
</tbody>
</table>
- Allow for a systematic understanding of key aspects of the broadcast field including detailed knowledge of some areas and an appreciation of the limitations of that knowledge.

- Harness an analytical approach to solving media-related problems.

- Design content that has relevance in narrative form, media language and the wider contextual application.

- Develop skills and knowledge of organisation, interpersonal communication and legal/ethical compliance.

- Develop skills relevant to professional development and an awareness of building future prosperity & continuing knowledge wealth.
12. Learning Outcomes, Teaching, Learning and Assessment Methods

<table>
<thead>
<tr>
<th>A. Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Demonstrate an in-depth understanding of Television systems.</td>
</tr>
<tr>
<td>A2. Identify and discuss current and emerging processes in broadcasting.</td>
</tr>
<tr>
<td>A3. Outline the structure and character of the broadcasting industry in Britain.</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

Teaching and learning methods include lectures, seminars, directed independent study, demonstrations, guided practical sessions, workshops and project work. Progression through the programme will lead to an increasing emphasis on student self-direction and self-responsibility in the teaching and learning strategies deployed. Teaching and learning strategies will be focus on building knowledge, supporting critical understanding, providing practice experience, and encouraging critical reflection.

**Assessment methods**

Written assessment methods include reports, essays, and written evaluations. Oral assessment methods include presentations, pitches, and viva voce.

Coursework Assessments include media-based project work and observed production activity.

<table>
<thead>
<tr>
<th>B. Subject-specific skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. the ability to ideate, develop, produce and deliver varied media products.</td>
</tr>
<tr>
<td>B2. the ability to produce work within the constraints imposed by the legal, ethical, and commercial structures of the creative industries.</td>
</tr>
<tr>
<td>B3. the ability to exploit varied technologies and processes to effectively manipulate image, sound, type or other digital media.</td>
</tr>
<tr>
<td>B4. the ability to work collaboratively as part of a creative team.</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

Teaching and learning methods include lectures, seminars, directed independent study, demonstrations, guided practical sessions, workshops and project work. Progression through the programme will lead to an increasing emphasis on student self-direction and self-responsibility in the teaching and learning strategies deployed. Teaching and learning strategies will be focus on building knowledge, supporting critical understanding, providing practice experience, and encouraging critical reflection.

**Assessment methods**

Written assessment methods include reports, essays, and written evaluations. Oral assessment methods include presentations, pitches, and viva voce.

Coursework Assessments include media-based project work and observed production activity.

<table>
<thead>
<tr>
<th>C. Thinking Skills</th>
</tr>
</thead>
</table>
C1. analysis & appraisal of media forms and user/audience requirements.
C2. evaluation and selection of appropriate resources and techniques required for specific tasks.
C3. evaluation of students' own work and the work of others with reference to professional practices, user needs and conventions of form.
C4. synthesis of varied media production methods to solve creative and technical problems.
C5. evaluate and select appropriate equipment and techniques for specific tasks given a range of disparate constraints.

Teaching and Learning Methods

Teaching and learning methods include lectures, seminars, directed independent study, demonstrations, guided practical sessions, workshops and project work. Progression through the programme will lead to an increasing emphasis on student self-direction and self-responsibility in the teaching and learning strategies deployed. Teaching and learning strategies will be focus on building knowledge, supporting critical understanding, providing practice experience, and encouraging critical reflection.

Assessment methods

Written assessment methods include reports, essays, and written evaluations. Oral assessment methods include presentations, pitches, and viva voces. Coursework Assessments include media-based project work and observed production activity.

D. Other skills relevant to employability and personal development

D1. the ability to manage time, personnel and resources effectively.
D2. the ability to retrieve, generate, organise, evaluate and exploit information.
D3. the ability communicate effectively in a variety of ways in varied situations.
D4. the ability to work effectively in a group or team.
D5. communicate technical and artistic ideas accurately, persuasively and succinctly.

Teaching and Learning Methods

Teaching and learning methods include lectures, seminars, directed independent study, demonstrations, guided practical sessions, workshops and project work. Progression through the programme will lead to an increasing emphasis on student self-direction and self-responsibility in the teaching and learning strategies deployed. Teaching and learning strategies will be focus on building knowledge, supporting critical understanding, providing practice experience, and encouraging critical reflection.

Assessment methods

Written assessment methods include reports, essays, and written evaluations. Oral assessment methods include presentations, pitches, and viva voces. Coursework Assessments include media-based project work and observed production activity.
### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>AV3500</td>
<td><strong>Compulsory:</strong> Advanced TV Production &amp; Technology</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>AV3501</td>
<td>The Production House</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>TE3009</td>
<td>Enterprise Development &amp; Production</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>TE3000</td>
<td>Research Project</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>JN3511</td>
<td>Contemporary Social Media</td>
<td>20</td>
</tr>
</tbody>
</table>

**Bachelor Honours Degree Television Production**
Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6

**Bachelor Degree Television Production**
Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AV2500</td>
<td><strong>Compulsory:</strong> TV Production &amp; Technology</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>AV2501</td>
<td>Producing &amp; Directing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>AV2004</td>
<td>Documentary Production</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TE2000</td>
<td>Professional Practice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>AV2502</td>
<td>Advanced Sports TV &amp; Live Event Production</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TE2772</td>
<td>Programme Design &amp; Production</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>AV2012</td>
<td>Promo Video Production</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TE2775</td>
<td>Video Post Production</td>
<td>20</td>
</tr>
</tbody>
</table>

**Diploma of Higher Education Television Production**
Requires 240 credits including a minimum of 100 at Level 5 or above

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AV1500</td>
<td><strong>Compulsory:</strong> Television Studio Production</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TE1772</td>
<td>Video Production</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>AV1501</td>
<td>Sports TV &amp; Live Event Production</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PV1033</td>
<td>TV Serials &amp; Soaps</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TE1803</td>
<td>Computer Graphics</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TE1775</td>
<td>Multimedia Production</td>
<td>20</td>
</tr>
</tbody>
</table>

**Certificate of Higher Education**
Requires 120 credits at Level 4 or above

### 14. Awards and Credits

### 15. Personal Development Planning

Students will engage in Personal Development Planning at every level.

In the Professional Practice module (TE2000) students will look at their target industry and see how they will fit in, reflecting on what they need to do to make their skill set fit the roles they see themselves in.
In AV3990 & TE3000 there is an emphasis on independent reflection and strategic skill-development.

Academic Advisors will advise on course progression, personal development and career planning in one-to-one meetings and group tutorials. The Course Leader will provide additional curricular opportunities allowing for portfolio building throughout.

16. Admissions criteria *
(including agreed tariffs for entry with advanced standing)
*Correct as at date of approval. For latest information, please consult the University’s website.

The University’s minimum standard entry requirements must be met by A2 level qualifications or equivalent. Although we recognise the breadth of study AS levels present, we would not accept these as forming part of your entry offer. Applications should be supported by a satisfactory GCSE performance, normally consisting of five GCSEs at Grade C or above including Maths and English.

Specific entry requirements for this course are:

300 points at A2 or AVCE,
ND with Grade DDM
Also 5 GCSE’s including Maths, English and a Science at C or above

International Students are required to have passed the International English Language Testing Service (IELTS) with a minimum of 6.5

Other acceptable qualifications include:

Scottish Certificate of Education Higher Grade
Irish Leaving Certificate Higher Grade
International Baccalaureate
BTEC National Certificate/Diploma
Access to HE Diploma

People with non-standard entry qualifications or experience should contact Admissions.

17. Key sources of information about the programme

- Course Information on the University website
- Student Handbook, available on the University Intranet
- The Course Leader: Adam Robson (3907) arobson5@uclan.ac.uk
- JAMES - http://www.jamesonline.org.uk/
### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compuls or Option (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>B1</td>
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<tr>
<td>❍LEVEL 6</td>
<td>AV3500</td>
<td>Advanced TV Production &amp; Technology</td>
<td>(Comp)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 6</td>
<td>TE3009</td>
<td>Enterprise Development &amp; Production</td>
<td>(O)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 6</td>
<td>TE3000</td>
<td>Research Project</td>
<td>(O)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
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<td>JN3703</td>
<td>Contemporary Social Media</td>
<td>(O)</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 6</td>
<td>AV3501</td>
<td>The Production House</td>
<td>(Comp)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 5</td>
<td>AV2500</td>
<td>TV Production &amp; Technology</td>
<td>(Comp)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 5</td>
<td>AV2501</td>
<td>Producing &amp; Directing</td>
<td>(Comp)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 5</td>
<td>AV2004</td>
<td>Documentary Production</td>
<td>(Comp)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 5</td>
<td>TE2000</td>
<td>Professional Practice</td>
<td>(Comp)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 5</td>
<td>AV2502</td>
<td>Advanced Sports TV &amp; Live Event Production</td>
<td>(O)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 5</td>
<td>TE2772</td>
<td>Programme Design &amp; Production</td>
<td>(O)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 5</td>
<td>AV2012</td>
<td>Promo Video Production</td>
<td>(O)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 5</td>
<td>TE2775</td>
<td>Video Post Production</td>
<td>(O)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 4</td>
<td>TE1772</td>
<td>Video Production</td>
<td>(Comp)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 4</td>
<td>AV1502</td>
<td>Sports TV &amp; Live Event Production</td>
<td>(Comp)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 4</td>
<td>AV1500</td>
<td>Television Studio Production</td>
<td>(Comp)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 4</td>
<td>PV1033</td>
<td>TV Serials &amp; Soaps</td>
<td>(O)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 4</td>
<td>TE1803</td>
<td>Computer Graphics</td>
<td>(O)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>❍LEVEL 4</td>
<td>TE1775</td>
<td>Multimedia Production</td>
<td>(O)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
19. **LEARNING OUTCOMES FOR EXIT AWARDS:**

**Bachelor Degree Television Production**

A1. Demonstrate an in-depth understanding of Television systems.
A2. Identify and discuss current and emerging processes in broadcasting.
A3. Outline the structure and character of the broadcasting industry in Britain.

B1. the ability to ideate, develop, produce and deliver varied media products.
B2. the ability to produce work within the constraints imposed by the legal, ethical, and commercial structures of the creative industries.
B3. the ability to exploit varied technologies and processes to effectively manipulate image, sound, type or other digital media.

C1. analysis & appraisal of media forms and user/audience requirements.
C2. evaluation and selection of appropriate resources and techniques required for specific tasks.
C3. evaluation of students’ own work and the work of others with reference to professional practices, user needs and conventions of form.

D1. the ability to manage time, personnel and resources effectively.
D2. the ability to retrieve, generate, organise, evaluate and exploit information.
D3. the ability communicate effectively in a variety of ways in varied situations.
D4. the ability to work effectively in a group or team.

**Diploma of Higher Education Television Production**

A1. Demonstrate an in-depth understanding of Television systems.
A2. Identify and discuss current and emerging processes in broadcasting.
A3. Outline the structure and character of the broadcasting industry in Britain.

B1. The ability to ideate, develop, produce and deliver varied media products.
B2. The ability to produce work within the constraints imposed by the legal, ethical, and commercial structures of the creative industries.

C1. Analysis & appraisal of media forms and user/audience requirements.

D1. The ability to manage time, personnel and resources effectively.
D2. The ability to retrieve, generate, organise, evaluate and exploit information.

**Certificate of Higher Education**

A1. Demonstrate an in-depth understanding of Television systems.
A2. Identify and discuss current and emerging processes in broadcasting.
A3. Outline the structure and character of the broadcasting industry in Britain.

B1. The ability to ideate, develop, produce and deliver varied media products.

C1. Analysis & appraisal of media forms and user/audience requirements.

D1. The ability to manage time, personnel and resources effectively.
### Programme Specification

<table>
<thead>
<tr>
<th>13. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td>15. University School/Centre</td>
<td>School of Journalism, Media &amp; Performance</td>
</tr>
<tr>
<td>16. External Accreditation</td>
<td></td>
</tr>
<tr>
<td>17. Title of Final Award</td>
<td>BA (Hons) Media (Foundation Entry)</td>
</tr>
<tr>
<td>18. Modes of Attendance offered</td>
<td>FT</td>
</tr>
<tr>
<td>19. UCAS Code</td>
<td>F378 / M478 / 3C58 / F578 / F478 / W68 / D386 / M478 / P468 / 3D95</td>
</tr>
<tr>
<td>20. Relevant Subject Benchmarking Group(s)</td>
<td>QAA 251 (2008), Communication, media, film and cultural studies (no specific foundation benchmarking statements)</td>
</tr>
<tr>
<td>22. Date of production/revision of this form</td>
<td>April 2016</td>
</tr>
<tr>
<td>23. Aims of the Programme</td>
<td></td>
</tr>
<tr>
<td>• To provide students who do not have standard entry qualifications the opportunity to prepare for and progress on to a related undergraduate programme in media</td>
<td></td>
</tr>
<tr>
<td>• To introduce students to the nature and the methodologies of media production subject specialisms available to study at undergraduate level</td>
<td></td>
</tr>
<tr>
<td>• To allow students to acquire and apply the fundamental academic and practical skills essential for success on a related undergraduate degree in media.</td>
<td></td>
</tr>
<tr>
<td>• To introduce the concept of convergence and encourage engagement in discussion and debate on the interdisciplinary nature of media production and multidisciplinary skillset required across media subjects</td>
<td></td>
</tr>
<tr>
<td>• To introduce, develop support and support independent learning strategies</td>
<td></td>
</tr>
<tr>
<td>• To introduce and develop the intellectual skills and working methods to allow students to become reflective practitioners</td>
<td></td>
</tr>
</tbody>
</table>
### 24. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

| A1. | Knowledge and Understanding of concepts relating to audio visual communication in media production |
| A2. | Knowledge and Understanding of concepts relating to linear and none linear (interactive) narrative |
| A3. | Knowledge and Understanding of media production methods and workflows |
| A4. | Knowledge and Understanding of approaches and roles in a media production context |

**Teaching and Learning Methods**

Lectures, seminars and workshops will be used to introduce key topics and ideas. Students will be supported and encouraged to engage in discussion and practical activities to develop the fundamental concepts of each subject area. This will then be further developed through the context of independent study and exercises in preparation for subsequent classes and in the completion of individual assignments.

**Assessment methods**

Practical multidisciplinary production portfolios and journals. Poster displays, presentations and computer based tests.

#### B. Subject-specific skills

| B1. | The ability to originate and manipulate media assets |
| B2. | Control and adjustment of production equipment including video camera, stills camera, audio recorder, computer hardware |
| B3. | The origination and development of media suitable for digital platforms |
| B4. | Ability to select and deploy appropriate storytelling and communication skills |

**Teaching and Learning Methods**

Lectures and workshops will be used to introduce basic skills and techniques these will then be explored in subsequent guided sessions. These skills will be further developed through independent experiential learning through practical exercises and study in the completion of assignments and in preparation for classes.

**Assessment methods**


#### C. Thinking Skills

| C1. | Research and analysis of media artefacts and assets |
| C2. | Selection and deployment of effective strategies for production |
| C3. | Critical and personal reflection |
| C4. | Experiential learning and problem solving |

**Teaching and Learning Methods**

Lectures, seminars and workshops will be used to introduce, discuss, nurture and develop skills. These skills will then be contextualised and implemented through exercises and further developed through independent study and the completion of assignments. Reflective skills will also be supported through one to one tutorials.

**Assessment methods**


#### D. Other skills relevant to employability and personal development

| D1. | Self management and autonomous learning |
| D2. | Personal development planning |
| D3. | Communication and presentation skills |
| D4. | Interpersonal skills |

**Teaching and Learning Methods**
The requirements of meeting deadlines and the necessity for self management throughout the process of learning and assessment in a challenging though supportive environment will provide a context for learners to engage in, foster and develop personal, academic and creative skills. Lectures, seminars and workshops will be used to introduce and discuss the fundamental skills and concepts that will be developed through the context of independent study, practical work and self-reflection. This will be contextualised through workplace and exhibition visits, guest practitioner talks and case studies. One to One tutorials will also be used to further self-reflection and support personal development planning with a focus on progression to level 4 and beyond.

### Assessment methods

<table>
<thead>
<tr>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-reflective personal development journal</td>
</tr>
<tr>
<td>Presentation on media industry roles and production methods</td>
</tr>
<tr>
<td>Initiation and completion of extended project in a chosen media subject area</td>
</tr>
</tbody>
</table>
13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>PHC001</td>
<td>Approaches to Photography</td>
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</tr>
<tr>
<td>Level 3</td>
<td>PVC001</td>
<td>Introduction to Filmmaking</td>
<td>20</td>
</tr>
<tr>
<td>Level 3</td>
<td>PVC002</td>
<td>Scriptwriting for Production</td>
<td>20</td>
</tr>
<tr>
<td>Level 3</td>
<td>TEC001</td>
<td>Web Fundamentals</td>
<td>20</td>
</tr>
<tr>
<td>Level 3</td>
<td>TEC002</td>
<td>Extended Media Project</td>
<td>20</td>
</tr>
<tr>
<td>Level 3</td>
<td>TEC003</td>
<td>Audio and Video Technologies</td>
<td>20</td>
</tr>
<tr>
<td>Level 3</td>
<td>PHC002</td>
<td>Self-images: Identities, Diaries and Documents</td>
<td>20</td>
</tr>
<tr>
<td>Level 3</td>
<td>AXC003</td>
<td>Introduction to Animation and Games</td>
<td>20</td>
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<tr>
<td>Level 3</td>
<td>RPC001</td>
<td>Sound recording and Design</td>
<td>20</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

- BA (Hons) Media (Foundation entry) Requires 120 credits to proceed To: BA (Hons) Film Production (must include TEC002, PVC001, PHC001, TEC003))
- BA(Hons) Television Production (Must include TEC002, PVC001, TEC003, PVC002)
- BA (Hons) Screenwriting with Film, Television and Radio (must include TEC002, PVC001, PVC003)
- BA (Hons) Photography (must include TEC002, PHC001, PHC002, AXC003)
- BSc (Hons) Media Production (must include TEC002, TEC001,TEC003, AXC003)
- BSc (Hons) Web Design and Development (must include TEC002, TEC003, RPC001, AXC003)
- BA (Hons) Animation (must include TEC002, AXC003, RPC001, PVC001)
- BA (Hons) Games Design (must include TEC002, AXC003, RPC001, PVC001)
- BA (Hons) Digital Visual Effects (must include TEC002,AXC003, RPC001, PVC001 )

15. Personal Development Planning

The course has at the heart of its design the encouragement of students to put personal development at the core of their learning. Through group activities, tutorials and assessments learners will be constantly encouraged to reflect on their progress and to apply all of their learning and experiences to their individual academic and career goals. The course is designed to equip students with the skills, knowledge and experience to independently set personal academic and career goals and to make subsequent subject progression choices accordingly.

16. Admissions criteria

(including agreed tariffs for entry with advanced standing)

*Correct as at date of approval. For latest information, please consult the University’s website.

This programme is aimed at students with none standard HE entry qualifications. Entry requirements at A2 level would be in the range of DDE and for BTEC MPP equivalent to a UCAS points level of 160
International applications will require an IELTS score of 6.5

Mature students and applicants with none standard entry qualifications will also be considered, particularly if they have professional or other relevant experience

17. Key Sources of information about the programme
- University, School and course specific web sites
- QAA guide –
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/CMF08.pdf
- Skillset –
  http://www.skillset.org/standards/standards/Camera/
  http://www.skillset.org/standards/standards/IM/
  http://www.skillset.org/standards/standards/Editing/
  http://www.skillset.org/standards/standards/Production/
<table>
<thead>
<tr>
<th>Level Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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<tr>
<td>PHC001</td>
<td>Approaches to Photography</td>
<td>(O)</td>
<td>x</td>
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<tr>
<td>PVC001</td>
<td>Introduction to Filmmaking</td>
<td>(O)</td>
<td>x</td>
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<td>PVC002</td>
<td>Scriptwriting for Production</td>
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<td>Web Fundamentals</td>
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<td>TEC002</td>
<td>Extended Project</td>
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<td>Audio &amp; Video Technologies</td>
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<td>Self-Images: Identities, Diaries and Documents</td>
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<td>RPC001</td>
<td>Sound Recording and Design</td>
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</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks.