

# BSc (Hons) Television and Broadcasting

## *Programme Specification*

### **Primary Purpose**

Course management and quality assurance.

### **Secondary Purpose**

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

### **Disclaimer**

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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## Contents

Course Details .....	1
1. Named Awards.....	1
2. Course Code (and UCAS Code if applicable).....	1
3. Awarding Body .....	1
4. Teaching Institution .....	1
5. Accrediting Body .....	1
6. QAA Benchmark Groups .....	1
7. Document Control Information.....	1
8. Effective Session.....	1
9. Author .....	1
10. Faculty.....	1
11. Department .....	1
Curriculum .....	1
12. Educational Aims.....	1
13. Reference Points.....	2
14. General Learning Outcomes.....	3
15. Learning Outcomes .....	4
A. Knowledge and Understanding of:.....	4
B. Cognitive (Intellectual or Thinking) Skills, able to: .....	4
C. Practical (Professional or Subject) Skills, able to: .....	5
D. Transferable (Graduate and Employability) Skills, able to: .....	5
16. Learning and Teaching Strategies and Methods.....	5
17. Assessment Strategy.....	5
18. Course Structure, Progression and Award Requirements.....	6
19. Employability Statement.....	7
Course Management .....	7
20. Support for Student Learning.....	7
21. Admissions Criteria.....	7
A. Academic Admissions Criteria .....	7
B. Disability .....	8
22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching .....	8
A. Mechanisms for Review and Evaluation .....	8
B. Responsibilities for Monitoring and Evaluation.....	8
C. Mechanisms for Gaining Student Feedback .....	8
D. Staff Development Priorities.....	8
23. Assessment Regulations .....	9
24. Role of Externals .....	9
25. Indicators of Standards and Quality.....	9
A. Professional Accreditation/Recognition.....	9
B. Periodic Programme Review (or equivalent).....	9
C. Quality Assurance Agency .....	9
D. Others .....	9
26. Further Information .....	9

## Course Details

### **1. Named Awards**

BSc (Hons) Television and Broadcasting

### **2. Course Code (and UCAS Code if applicable)**

C2345S (P30C)

### **3. Awarding Body**

University of Portsmouth

### **4. Teaching Institution**

University of Portsmouth

### **5. Accrediting Body**

Creative Skillset Accreditation January 2015

### **6. QAA Benchmark Groups**

Computing 2016

Communication, Media, Film and Cultural Studies 2016

Art and Design 2016

### **7. Document Control Information**

Version 7, June 2018

### **8. Effective Session**

2018/2019

### **9. Author**

Mr Charlie Watts

### **10. Faculty**

Creative and Cultural Industries

### **11. Department**

School of Film, Media and Communication

## Curriculum

### **12. Educational Aims**

This course aims to provide a unique opportunity for students wishing to experience professional television and broadcast practices. Teaching and learning areas are focused upon notions of live broadcasting and communication, television conception and broadcast platforms, whilst providing essential vocational experience in production, project management, working with broadcasters, real

clients and real projects, multi-skilling, computing (specifically graphics, compositing and post-production editing) and technical aspects of core technologies.

Theory informs practice, and many units offer the students to explore in as real a video industry working environment as possible, thus preparing them and allowing them to make informed choices when choosing their future careers. Students will follow a curriculum balanced between the development of key skills in Digital Video production, broadcasting and project management. In addition, and more generally, the course aims to:

- Provide a challenging, stimulating and self-rewarding study environment.
- Enable students to broaden their studies, at Levels 4, 5 and 6.
- Develop a range of key skills by means of opportunities provided in the study units.
- Accommodate student needs in relation to maximising their career potential by enabling them to develop knowledge, understanding and skills in their chosen subject area.
- Promote career aspirations by including study topics on general professional practice and study skills.

### 13. Reference Points

The major reference points are:

- University of Portsmouth Curriculum Framework Document;
- University policy on Placement Learning;
- Subject Benchmark Statements;
- The UK Quality Code for Higher Education;
- Framework for Higher Education Qualifications (FHEQ).

In particular, the programme has been designed with the following benchmark elements in mind:

- Computing (CP) – An understanding and appreciation of the capabilities of modern computer technologies as used in the development and implementation of multimedia software and computer graphics. An understanding of a scripting language, various multimedia tools, 2D-3D modelling animation, web-based authoring tools and music hardware/software. Critically analyse human perception of images and sound and applications within the entertainment technology industry. Manage and organise projects through problem identification, the analysis, the design and the development of a system, with accompanying documentation. Identify practices within a professional and ethical framework and understand the need for continuing professional development. Discuss applications based upon the body of knowledge.
- Art and Design (A) - Generate ideas, concepts, proposals, solutions or arguments independently/collaboratively to set briefs and/or as self-initiated activity. Use convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making. Develop research and information retrieval skills. Develop ideas through to material outcomes, for example images, artefacts, products, systems and processes, or texts. Apply resourcefulness and entrepreneurial skills to support their own practice, and/or the practice of others. Study independently, set goals, manage their own workloads and meet deadlines and anticipate and accommodate change. Interact effectively with others, for example through collaboration, collective endeavour and negotiation. Articulate ideas and work to audiences in a range of situations and through a range of forms. Employ critical awareness through reflection, review and evaluation and identify personal strengths and needs.
- Communication, Media, Film and Cultural Studies (C) – Understand diversity of forms of culture and the role of communication, media and culture within contemporary societies. Consider and evaluate work in a reflexive manner, with reference to academic and/or professional issues, debates and conventions. Produce work, which demonstrates the effective manipulation of sound, image and/or the written word. Manage time, personnel and resources effectively, by drawing on planning and organisational skills. Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity. Work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively. Deliver work to a brief and deadline, referencing sources and ideas and making use, as appropriate, of a problem-

solving approach. Apply entrepreneurial skills in dealing with audiences, clients, consumers, markets, sources and/or users.

## 14. General Learning Outcomes

### Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

### Level 5

Diplomas in Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

### Level 6

Bachelor's degrees/Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline

- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

## 15. Learning Outcomes

### A. Knowledge and Understanding of:

- A.1 Industrial Software and technologies and their applications. C
- A.2 The value of research and creative practice. A
- A.3 The historical, cultural and industrial context of communication, broadcast practices, technology. CP, A.
- A.4 Industry, practice, enterprise and professional relations.
- A.5 Visual design and composition. A.
- A.6 The production process including conception, treatment, production and postproduction. A, CP.
- A.7 Professional issues in entertainment production. CP.

### B. Cognitive (Intellectual or Thinking) Skills, able to:

- B.1 Operate appropriate computer software. CP
- B.2 Write essays/reports according to academic conventions. C
- B.3 Carry out academic research and analysis. A
- B.4 Manage and evaluate multimedia projects. CP, A, C.
- B.5 Evaluate and critique cultural artefacts and productions (own and others). CP, A, C.
- B.6 Make coherent oral presentations. C
- B.7 Prepare CV, personal portfolio and pursue appropriate career paths. C.

### **C. Practical (Professional or Subject) Skills, able to:**

- C.1 Develop and produce multimedia artefacts using a range of equipment. CP.
- C.2 Reflectively select appropriate software to produce and analyse video. C.
- C.3 Operate a range of equipment/software to produce various visual media. C, CP.
- C.4 Appraise and agree project targets with others, plan how these will be met and evaluate progress towards them. CP, C.
- C.5 Contribute to the management of entertainment-related projects.
- C.6 Demonstrate enterprise skills in business development plans. C.

### **D. Transferable (Graduate and Employability) Skills, able to:**

- D.1 Contribute to group discussion about a complex subject. C, CP.
- D.2 Communicate effectively using graphical, written and other variable means. A, C.
- D.3 Read and synthesise complex documents from different sources such as research papers and journal articles. A, C.
- D.4 Prepare written and oral presentations appropriate to different audiences. A, C, CP.
- D.5 Use IT to handle numerical data as a guide to decision making in typical technology or business orientated situations. CP, C.
- D.6 Assess problem domains and formulate appropriate problem solving strategies. CP.
- D.7 Build on previous experience and different sources of information in order to generalise ideas and skills. C.
- D.8 Work in teams and share information to achieve goals. CP, A.
- D.9 Be reflective and self-critical about own progress and learning and agree actions for improvement. CP, A.

## **16. Learning and Teaching Strategies and Methods**

Knowledge will be gained through formal lectures, group work and practical project work as well as e-learning. This will be supported by professional practice visits to exhibition, festival, industry and other cultural and technology events, which are particularly related to the subject.

Cognitive skills will be gained through formal lectures, tutorials, workshops, self-directed study, peer support and practical project work. Teaching and learning will involve group and individual work. Regular seminar and presentation during the various stages will allow the development of students' ability to contextualise their position and justify their work. Practical computing and music sessions will reinforce and develop techniques in effective media transfer, presentation and performance skills.

Lectures, tutorials, workshops in music production and video production, self-directed study, peer support, team working skills and an emphasis on project management will underpin specific projects as required.

Development of Key Skills is essential for successful performance in the course. Projects will demand that students develop a full range of abilities to enable conception through development to successful implementation of solutions and promotion of solutions.

## **17. Assessment Strategy**

Assessment is both formative and summative. Theoretical knowledge, cognitive abilities and subject specific skills will be examined through a mixture of coursework projects, examinations, journals, portfolios, essays, case studies, oral presentations, individual work and group work.

Subject specific skills will be evidenced through planning, concept generation, research and development and production. Research and development portfolios, effective project management, 'real' projects and a completed product or artefact. Competence in the application of underlying technologies may be assessed, in part by examination, case studies and demonstration.

Key Skills are embedded within project and other work. Team working and project management skills will be assessed through peer assessment and tutor observation by means of course work projects, timed tests, individual and group work. Communicating effectively, visual, oral and written skills along with continuous development of knowledge and implementation of acquired skills will constitute a major part of every substantial project.

The assessment strategy is part of the School's Teaching, Learning, Assessment and Support Strategy and is coherent through all the units selected by the particular student. Assessment is determined to be appropriate to the individual unit in regard to its subject area and level. A wide range of different assessment methods are embedded within the course units.

At Level 4, many units are assessed with a coursework component which requires the production of an artefact with an associated report. Assessment is mostly related to the acquisition of skills, but formal essay/report writing is also developed within the course. The wide range of assessment types should build their confidence in dealing with different assessment strategies. All Level 4 students will engage in group activities that are assessed and will receive guidance on team role and team dynamics.

At Level 5, the course retains a balance between the proportion of units with examination-based assessment and those requiring coursework, with many units requiring a practical artefact-based component with a strong focus on 'real-world' challenges. Assessment is mostly related to the underlying understanding of concepts and a development of project management and production skills introduced at Level 4. There is also strong encouragement to pursue placement opportunities.

At Level 6, a significant part of the assessment is related to project work, always with a major individual project, but often with opportunity for significant group project(s). These mostly involve production of live television artefacts, often for 'real' clients. The associated reports and essays are significant pieces of work and assessment is biased towards the production of professional quality artefacts, with an associated focus on analysis, critical reflection, research methodology, report writing, essay writing and project management.

## **18. Course Structure, Progression and Award Requirements**

See [Unit Web Search](#)<sup>1</sup> for full details on the course structure and units

This is a 3 or 4 year programme depending on whether a student elects a sandwich placement. The University strongly encourages the 4 year option since students gain invaluable experience from an industrial placement. The placement year usually takes place at the end of the second year and a placement student should expect to be in employment for a full calendar year.

The course normally consists of multiples of 20 credit point units, where 20 credits represent 200 hours of study. The course consists of a total 360 credits for the award and includes a 40 credit full-time individual project.

Standard University rules apply – the regulations must be consulted for a full description of exit awards.

The course includes opportunities for students to study foreign languages to increase their scope of employability.

As an alternative to the sandwich placement students can undertake a Study Abroad year under the Erasmus Scheme or with other exchange programme partner institutions.

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<sup>1</sup> [www.port.ac.uk/unitwebsearch](http://www.port.ac.uk/unitwebsearch)



## 19. Employability Statement

There is a strong core of employability development within the course developing from the School-wide unit at Level 4 developing an ePortfolio and continuing through the levels with embedded employability skills in many units. The personal tutoring system, with associated Professional Development Planning, support career-related development is integrated into careers-related units.

These units provide the skills for:

- CV and personal Portfolio development
- Awareness of Industry requirements and opportunities
- Job application skills
- Understanding of Industry context

Students are offered the opportunity of a sandwich placement year between Level 5 and 6. On completion of the year-long work placement the student returns to full time study to complete Level 6.

In some courses, students may also opt for the Student Initiated Projects at Level 5 and 6 which are client centred projects and/or entrepreneurship units.

## Course Management

### 20. Support for Student Learning

- The Course is managed by a Course Leader.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- A dedicated Study Support Centre run within the School for additional support with assessments and academic development.
- University support services include careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK).
- CCI Creative Skills Centre and CCI Academic Skills Centre.
- CCI Creative Careers Centre.
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Key Skills opportunities are incorporated into all units.
- Written feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.
- For students that elect for a placement year there is a placement supervisor and placement handbook.
- All placement locations are carefully vetted in terms of health and safety as well as their potential to support the programme learning outcomes. This is in line with the University of Portsmouth's Code of Practice for Work Based and Placement Learning.

### 21. Admissions Criteria

#### A. Academic Admissions Criteria

- 112 points to include a minimum of 2 A levels or equivalent.
- A range of qualifications as specified on the course page on the University of Portsmouth website.

- Applicants whose first language is not English must provide evidence of English language ability with a minimum IELTS score of 6.0 (normally with not less than 5.5 in any one component) or equivalent.
- Prior (formal and/or experiential) learning may be assessed and accredited.

## **B. Disability**

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

## **22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching**

### **A. Mechanisms for Review and Evaluation**

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

### **B. Responsibilities for Monitoring and Evaluation**

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

### **C. Mechanisms for Gaining Student Feedback**

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

### **D. Staff Development Priorities**

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs

- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

### 23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment Regulations<sup>2</sup>](#)).

### 24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

### 25. Indicators of Standards and Quality

#### A. Professional Accreditation/Recognition

The BSc (Hons) Television and Broadcasting became Creative Skillset Accredited in January 2015.

#### B. Periodic Programme Review (or equivalent)

The BSc (Hons) Television and Broadcasting course participated in a successful Periodic Programme Review on 21<sup>st</sup> March 2016.

#### C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015<sup>3</sup>](#)*).

#### D. Others

AVID MC101/MC110 Avid Certified Instructor Program – Students have the opportunity to take a certified exam leading to Avid Certified User Status.

### 26. Further Information

Further information may be found in:

<sup>2</sup> [http://policies.docstore.port.ac.uk/policy-107.pdf?\\_ga=2.35873504.1363879306.1532935696-1470967879.1491987462](http://policies.docstore.port.ac.uk/policy-107.pdf?_ga=2.35873504.1363879306.1532935696-1470967879.1491987462)

<sup>3</sup> [http://www.qaa.ac.uk/docs/qaa/reports/university-of-portsmouth-her-15.pdf?sfvrsn=5071f581\\_4](http://www.qaa.ac.uk/docs/qaa/reports/university-of-portsmouth-her-15.pdf?sfvrsn=5071f581_4)

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)<sup>4</sup> and [Faculty of Creative and Cultural Industries](#)<sup>5</sup> websites
- [etCeTera](#)<sup>6</sup>
- [CCI TV](#)<sup>7</sup>
- [TV and Broadcasting](#)

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<sup>4</sup> [www.port.ac.uk/](http://www.port.ac.uk/)

<sup>5</sup> [http://www2.port.ac.uk/faculty-of-creative-and-cultural-industries/?\\_ga=2.258035018.1363879306.1532935696-1470967879.1491987462](http://www2.port.ac.uk/faculty-of-creative-and-cultural-industries/?_ga=2.258035018.1363879306.1532935696-1470967879.1491987462)

<sup>6</sup> [www.ceetee.net/](http://www.ceetee.net/)

<sup>7</sup> [www.ccichannel.port.ac.uk](http://www.ccichannel.port.ac.uk)