

BSc (Hons) Television and Broadcasting with Business Communication

Programme Specification

Primary Purpose:

Course management, monitoring 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 and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Programme Specification

1. Named Awards

BSc (Hons) Television and Broadcasting with Business Communication

2. Course Code (and UCAS Code if applicable)

C2497S (0WV6)

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

None

6. QAA Benchmark Groups

Computing 2016
Communication, Media, Film and Cultural Studies 2008
Art and Design 2008
English 2015

7. Document Control Information

Version 3, July 2016

8. Effective Session

2016/2017

9. Author

Mr Charlie Watts

10. Faculty

Creative and Cultural Industries

11. Department

School of Creative Technologies

12. Educational Aims

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 broadcasting and communication, television conception and 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 an integrated education in television and broadcasting and English that will meet current organisational needs.
- 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.
- Provide English language skills specifically focussed on business communication within the creative and cultural industries.

13. Reference Points

The major reference points were:

- University of Portsmouth Curriculum Framework Document;
- The UK Quality Code for Higher Education;
- Framework for Higher Education Qualifications (FHEQ);
- National Qualifications Framework;
- Subject Benchmark Statements (SBS);
- QAA Languages Benchmark;
- Common European Framework of Reference for Language (CEFR).

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.
- English Language (EL) – ‘Languages graduates will normally reach a high level of understanding of the target language(s). They will exhibit appropriate levels of achievement (see section 7) in productive (speaking and writing) and receptive language skills (reading and listening), and mediation (translating and interpreting). They will be fluent and accurate target language users in a wide range of personal, academic and other domains. They are likely to be at ease with a wide range of topics and registers in formal and informal situations, and be familiar with a wide range of source materials in the target language. Students studying outside specialist language programmes will exhibit achievement and progression appropriate to the level of their programme’ QAA Subject Benchmark Statement for Languages.

14. Learning Outcomes

A. Knowledge and Understanding of:

- A1. Industrial Software and technologies and their applications. C
- A2. The value of research and creative practice. A
- A3. The historical, cultural and industrial context of communication, broadcast practices, technology. CP, A.
- A4. Industry, practice, enterprise and professional relations.
- A5. Visual design and composition. A.
- A6. The production process including conception, treatment, production and postproduction. A, CP.
- A7. Professional issues in entertainment production. CP.
- A8. Structures, registers and, as appropriate, varieties of English. EL.
- A9. How to exploit for a variety of purposes and, as appropriate, to contextualise a broad range of materials written or spoken in English. EL.
- A10. How to apply effectively and appropriately their language skills in a professional context. EL.

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.

Assessment

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

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

- B1. Operate appropriate computer software. CP
- B2. Write essays/reports according to academic conventions. C

- B3. Carry out academic research and analysis. A
- B4. Manage and evaluate multimedia projects. CP, A, C.
- B5. Evaluate and critique cultural artefacts and productions (own and others). CP, A, C.
- B6. Make coherent oral presentations. C
- B7. Prepare CV, personal portfolio and pursue appropriate career paths. C.
- B8. Communicate information, ideas and arguments cogently and coherently, both orally and in writing, with due regard to the target audience. EL.

Learning and Teaching Strategies and Methods

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.

Assessment

Assessment is both formative and summative. Cognitive abilities will be evidenced through course work projects, examinations, journals, portfolios, essays, case studies, oral presentations, individual and group work.

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

- C1. Develop and produce multimedia artefacts using a range of equipment. CP.
- C2. Reflectively select appropriate software to produce and analyse video. C.
- C3. Operate a range of equipment/software to produce various visual media. C, CP.
- C4. Appraise and agree project targets with others, plan how these will be met and evaluate progress towards them. CP, C.
- C5. Contribute to the management of entertainment-related projects.
- C6. Demonstrate enterprise skills in business development plans. C.
- C7. Demonstrate knowledge and understanding of the structures, registers and, as appropriate, varieties of English. EL.
- C8. Exploit for a variety of purposes and, as appropriate, to contextualise a broad range of materials written or spoken in English. EL.
- C9. Apply effectively and appropriately their language skills in a professional context. EL.

Learning and Teaching Strategies and Methods

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.

Assessment

Assessment is both formative and summative. 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.

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

- D1. Contribute to group discussion about a complex subject. C, CP.
- D2. Communicate effectively using graphical, written and other variable means. A, C, EL.
- D3. Read and synthesise complex documents from different sources such as research papers and journal articles. A, C.
- D4. Prepare written and oral presentations appropriate to different audiences. A, C, CP, EL.
- D5. Use IT to handle numerical data as a guide to decision making in typical technology or business orientated situations. CP, C.
- D6. Assess problem domains and formulate appropriate problem solving strategies. CP.

- D7. Build on previous experience and different sources of information in order to generalise ideas and skills. C.
- D8. Work in teams and share information to achieve goals. CP, A.
- D9. Be reflective and self-critical about own progress and learning and agree actions for improvement. CP, A.
- D10. Gather, process and evaluate critically information from a variety of paper, audio-visual and electronic sources. EL.

Learning and Teaching Strategies and Methods

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.

Assessment

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.

15. Course Structure, Progression and Award Requirements

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.

This programme should be of interest to students seeking potential future career paths that include: multimedia production, computer animation and graphics.

360 credits are required to achieve an honours degree with each level comprising a minimum of 120 credits. Each credit is equivalent to 10 hours of student learning. Units are offered as either 20 or 40 credits, where 20 credits represent 200 hours of study time and 40 credits represent 400 hours of study time. The final year dissertation is 40 credits.

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

It is expected that the graduates from this program will become employed within the broadcast industry in either large or small enterprises. The multi-skilled approach taken by the course gives a very wide employment opportunity, including the traditional production and post-production elements of TV and video construction, but also including management and planning roles within television broadcast, and other unsung or relatively new (i.e. social media) roles.

16. Employability Statement

There is a strong core of employability development within the course 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

The course will provide English language skills specifically focussed on business communication within the creative and cultural industries. It allows television and broadcasting to be studied through the medium of English in an English-speaking environment.

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

17. 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).
- EAP provides additional language support.
- 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 a 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.

18. Admissions Criteria

A. Academic Admissions Criteria

- This course is aimed at international students and only students whose first language is not English may be admitted.
- For Year 1 (Level 4) entry applicants require 280 points or equivalent or successful completion of 1 year university study.
- For advanced entry applicants should have studied at the appropriate level in a related subject.
- For Year 1 (Level 4) and Year 2 (Level 5) entry applicants require English language proficiency at a minimum of IELTS band 5.5 with no component score below 5.5 or equivalent.
For Year 3 (Level 6) entry applicants require English language proficiency at a minimum of IELTS band 6.0 with no component score below 5.5 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.

19. 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 School's Annual Quality and Standards 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.
- 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 School/School Undergraduate Course Coordinator
- 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 Research Experience Survey (PRES), Postgraduate Taught Experience Survey (PTES) 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) 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.

20. Assessment Strategy

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. Assessment is mostly related to the underlying understanding of concepts and a development of the project management extending the skills introduced at level 4.

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 artefacts, often for 'real' clients. The associated reports are significant pieces of work and assessment is biased towards the production of professional quality artefacts, often with 'real' clients, with an associated focus on analysis, critical reflection, research methodology, report writing and project management.

The Assessment strategy for language skills units delivered by SLAS complements the learning and teaching strategies deployed in the core and optional content units on this programme. It emphasises the importance of learning from experience and doing, and responding to feedback from the tutor and from peers. The full range of receptive (reading, listening) and productive (writing, speaking) language skills are assessed at all levels through a variety of oral and multimedia text-based assignments, including individual and/or group presentations, interviews under exam conditions, reading and listening comprehension, reviews, summaries, reports, essays, and written examinations.

21. Assessment Regulations

Standard university rules apply (see [Assessment and Regulations](#)).

22. Role of Externals

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;
- review unit assessment strategy;
- sample assessment artefacts;
- 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.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

None.

B. Periodic Programme Review (or equivalent)

The BSc (Hons) Television and Broadcasting course participated in a successful Periodic Programme Review on 21st 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](#)*¹).

D. Others

AVID MC101/MC110 Avid Certified Instructor Program – Students have the opportunity to take an exam leading to Avid Certified User status.

24. Other Sources of Information

Other sources of information may be found in

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.
- University of Portsmouth (<http://www.port.ac.uk/>) and School of Creative Technologies website (<http://www.port.ac.uk/school-of-creative-technologies/>) and <http://www.ceetee.net/>.

¹www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf