

LEEDS BECKETT UNIVERSITY

Course Specification

BSc (Hons) Broadcast Media Technologies
2018-19 (BBCMT)

www.leedsbeckett.ac.uk



School of Computing, Creative Technologies & Engineering

Award and programme title: BSc (Hons) Broadcast Media Technologies

Level of qualification: Level 6

Interim awards available:

Award	Title	Level
BSc	Broadcast Media Technologies	6
Dip HE	Broadcast Media Technologies	5
Cert HE	Broadcast Media Technologies	4

Length and status of programme and mode of study

Programme	Length (years) Status (FT/PT/SW)	Mode (campus-based / DL or other)
BSc (Hons) Broadcast Media Technologies	3 years FT	Campus-based
BSc (Hons) Broadcast Media Technologies	4 years PT	Campus-based

Course Specification

Overview and Aims

The course prepares students for a career in industries related to Broadcast Media. Students may graduate to full-time work with media companies or digital agencies, choose to work as freelancers or start their own media production companies. With equal emphasis on the technical and aesthetic aspects of Broadcast Media, the course takes students through the process of shooting, directing, capturing, editing, adding post-production and motion graphics effects and publishing digital media to different platforms. Advanced digital production techniques are employed and students learn the theory behind their practice.

The award includes modules that specialize in evaluating the way new technologies are changing/influencing storytelling and the production of media content.

This course is largely practical; however the theories support the practical elements and help students develop research skills required in the broadcast industries. Students will develop a rich portfolio of media work, showing a broad range of technical and creative skills including pitching, writing/developing content for a particular media/target group, studio management, Health and safety in the studio production on location and a wide range of post-production techniques.

The purpose of this course is to offer students a thorough grounding in the skills and experiences of broadcast media, involving them in the processes.

Students will have opportunities to do extra activities that would help them develop their portfolio and further their studies, including International Volunteering, working on projects in a number of countries. Students may also wish to Volunteer for the BeRadio, Student TV and Online Newspaper and/or join some of the 40 student societies, playing in sports teams and/or being a student academic representative.

Staff and Students form the course are engaged in production of University events including Varsity sports and Student Union Elections as well as work for external voluntary or private client bodies. These events offer work experience and the opportunity to extend skillsets outside the classroom.

The course is designed to produce versatile graduates who have the theoretical understanding and practical, hands-on experience in all elements of technical and creative audio and video production from ideas development, through pitching and pre-production, production and post-production special effects.

Graduates should have an understanding of industry practice in the UK and be able to apply their skills professionally. For example, as a BMT graduates, you will have the skills to:

- research
- shoot
- edit
- produce title sequences
- design motion graphics
- work on location
- work in studio
- start a production company
- work as a freelance broadcast technician in independent production
- understand the content and technical requirements to go into web broadcasting.

Course Learning Outcomes

1	A systematic understanding of key aspects of pre-production, production and post-production for broadcast media and associated technologies.
2	To develop and research original ideas then communicate and manage production workflow and responsibilities to format these creative concepts into broadcast content.
3	To critically review established techniques of analysis and design that encompass internationally recognised standards to add value to broadcast content.
4	To encourage professional development and personal growth through regular engagement with critical reflection on professional practice, including the contributions and performance of self and others when team-working.
5	To independently undertake research and critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete) and to frame appropriate questions to achieve a solution, or identify a range of solutions, to problems.
6	To develop a portfolio of practical work demonstrating practical broadcast-related skills and employability that facilitates appropriate transition between academic study and the industrial workplace.

Course Structure

Level 4			
The course is designed to provide students with a set of foundation skills throughout level 4. There are three streams, industry practice in production, research skills and online media content. In semester one, students will be introduced to these streams with modules that develop essential practical and academic proficiency.			
Semester 1	Core (Y)	Semester 2	Core (Y)
Camera and Audio Technologies (20 credits)	Y	Studio Broadcast (20 credits)	Y
Introduction to Graphics for Broadcast (20 credits)	Y	Broadcast Coverage of Live Events (20 credits)	Y
Academic and Broadcast Research Skills (20 credits)	Y	Introduction to Online Media (20 credits)	Y
Level 5			
Students are exposed to prominent forms of emerging media practice, hone their skills in technical work and creativity during Semester 1 and develop a			

larger scale group project in Semester 2 driven by study of contemporary media developments in the field, placing their own ideas in the context of existing/new forms of media practice.			
Semester 1	Core (Y)	Semester 2	Core (Y)
Post Production for Broadcast (20 credits)	Y	Broadcast Media Planning (20 credits)	Y
Writing for Broadcast (20 credits)	Y	Broadcast Media Production (20 credits)	Y
Visual Presentation (20 credits)	Y	Online Broadcasting (20 credits)	Y
Level 6			
Students undertake study through a number of projects examining the communication and technology aspects of media, which will prepare them for professional life in the field. It is anticipated that at level 6 students will further develop their existing skills and interests, beginning to specialise in one or more media tools/areas of practice.			
Semester 1	Core (Y)	Semester 2	Core (Y)
Students choose two modules from three as electives from Radio Production, Advanced Graphics for Broadcast and Broadcast Industry Practice.			
Radio Production (20 credits)	N		
Advanced Graphics for Broadcast (20 credits)	N	Business and Enterprise in Media (20 credits)	Y
Broadcast Industry Practice (20 credits)	N	Live Broadcast Portfolio (20 credits)	Y
Production Project (double core module across both semesters) (40 credits)			

Learning and Teaching

Details relating to contact hours and other key information sets (KIS) are available on the course page of our Online Prospectus on our website.

Learning and Teaching Approaches

The Course employs a wide range of learning opportunities and teaching methods, informed by curriculum review, pedagogic research and continuous staff development. Particular methods for each module or cohort are identified prior to delivery through the annual planning process. Innovative approaches to teaching, learning and assessment are encouraged. The Course seeks to expand the application of technology in the delivery of teaching and learning support wherever appropriate. Where possible students will undertake

project based assignments and learning tasks that will require students to manage their own learning and skills development in situations that would be expected in industry. Through the implementation of real-life tasks students are given the experience of industry that has been proven to encourage their engagement with the learning tasks. These tasks call upon the skills they have developed from other modules at the same, and prior, levels.

Scheduled sessions will include the use of lectures, seminars, tutorials and practical laboratory sessions. Advantage will be taken of both technology and supportive activities to ensure that effective learning takes place. These activities will include the use of simulations, role play, case studies, projects, practical work, work based learning, workshops, peer tutoring, peer group interaction, self-managed teams and learner managed learning.

The University's Virtual Learning Environment (MyBeckett) is at the heart of almost all modules. The faculty has moved beyond the use of the VLE as a repository and now the breadth of MyBeckett's provision is used in collaborative work, 24/7 access, up to the minute communications and innovative learning and assessment activities.

Students on this award also have access to the Leeds Beckett CAGD VLE portfolio system. This system allows for formative feedback and sharing of work in an art and design style learning environment where shared creative work may be critiqued and/or enjoyed by peers and tutors across the whole cohort. Many students enjoy this way of sharing work and learning.

Feedback is offered at two points each semester to allow students time to consolidate prior learning; it will also provide staff with the opportunity to review student progress. Feedback may be offered as written comment or as a recorded audio file. Feedback dialogues between tutor and student are normally recorded, as are presentations, to allow for review on performance and to provide an aide memoire during the whole course to which the students can return.

Learning and Teaching Activities

For each week students will normally receive a programme of lectures covering the core areas of teaching for the week followed by tutorials/ practical studio and/or lab based session(s). These are supplemented with a programme of guest speakers and industry-led seminars. This structure is preferred within such a vocational award where students are learning specialised skills for a specific career. This award is a hands-on subject area where theory alone would be unlikely to allow a student to achieve successful employment in broadcasting. Practical exercises allow for students to implement their theoretical learning and see how it relates to tutors and guest lecturers experience of industry. Integrated assignments drive the learning in this award. Students engage in formative discussion on their practical creative assignments and ask for the knowledge they wish to develop in order to be able to complete the assignments.

Assessment is seen as an integral part of the teaching process across the award with each assessment point providing clear indicators (via feedback) on how student performance can improve. In this way, the course provides a clear, robust framework for assessment which will enhance the learning process.

The use of a group project at Level 5 allows students to develop communicative skills with their peers. This will include peer assessment and where possible mixing with other cultures/a global outlook. Individuals often work with peers they may not have originally chosen to work with. Roles are allocated following interview presentations on the basis of quality of interview/presentation.

The end of level 5 allows for work placement opportunities, either through a sandwich year or through shorter periods of work-based learning. The sandwich year will normally be 48 weeks in duration.

Level 6 assessments can be understood to be part of a yearlong process. Assessment points allow students to choose a main context specialism, while maintaining a broad expertise across the year.

The overall scheme of assessment from level 4 to level 6 is designed in such a way as to maximise the opportunity for progression. This approach provides a strong context for learning. In addition, the student role in assessment is more likely to be participatory especially by level 6. Students are encouraged to develop their own goals in consultation with tutors at Level 6 and this allows them to aspire to high quality, professional and personalised levels of attainment.

Graduate Attributes (UG only)

All our undergraduate students will develop three graduate attributes. Students will be: Enterprising, digitally literate and have a global outlook.

Enterprise

To be enterprising as a personal trait is something that is expected from all students throughout the journey through levels 4-6. Creative thinking and a social, economic and political awareness is a necessary skill for those interested in a career in the Broadcast Media Technologies industries.

Students will develop confidence by pitching, presenting, collaborating and researching; these skill areas are all embedded deeply into the course. Students will develop production management, networking and business skills to further enable enterprising behaviour as undergraduates and once they are graduates.

Students will be specifically supported in the development of these skills in order to prepare themselves for the various assessments that require students to be entrepreneurial in preparation for the outside world. Students are encouraged to find outside clients for briefs at all levels and to incorporate their voluntary/external professional work into portfolio modules at L6 to further embed the value of enterprise into the award.

Digital Literacy

Graduates of the course display a high level of Digital literacy. They have strong general ICT skills including in management of data and communication and their work within the field of Broadcast Media Technologies is entirely digital technology-based and designed to exploit the creative potential of the high-end industry standard hardware and software.

From day one, guided by staff, students will be exposed to various high-end software packages that allow them to exploit its creative potential in the solution for a problem; and in also identifying its limitations. As the student progresses, they will be expected to show a growing level of independence in this area. It is also important for students to leave the course with evidence that they are digitally literate so it is appropriate that they retain the relevant assessments to evidence this. (digital portfolios, showreel, etc.)

Global Outlook

The course engages students with Broadcast Media in its social, historical, cultural and political contexts thus encouraging students to consider contemporary global issues and to further research areas such as diversity and ethics as well as variance in media content and production style across the world: taking an online approach to the delivery of creative products; actively seeking development critique and feedback on a global platform and marketing them via an online presence (e.g. 'Online Portfolio' module at L6)

Use of the Virtual Learning Environment

Timetables, Assessment Briefs, Hand-outs, Web Links, Module Guides, Reading Lists lecture notes, AV material and assessments are available for every module within the virtual learning environment. All written and creative digital work is submitted via the VLE with the exception of one production management module where the students have the option to submit a traditional paper-based file of completed programme management materials (including contributor release forms, call sheets etc).

Assessments are uploaded to the VLE for marking and feedback. Students receive their module marks via the VLE. The course is introducing the use of recorded feedback dialogues that are available privately in individual student feedback areas of the VLE.

Alongside VLE, there exists a closed Facebook page for the course that students regularly use to communicate together, seek help, ask any questions about the course, share work for peer comment and criticism and where students and staff can add links to sites/ material appropriate to the award. The course also operates a Twitter feed relating to Broadcast Media.

In addition, the course uses various online learning activities. From year one, students on the course are given an online space to start building a digital portfolio of their work as part of the CAGD VLE. Modules such as 'Online Media' introduce students to content production, conversion techniques and services appropriate to video distribution in an online context. The course Facebook page may be used as a platform to communicate/discuss and support one another; tutors, as members, occasionally step in when students are stuck. Use of Web 2.0/Blogging tools is taught and use encouraged among students. E-portfolio collection of

work is a dynamic and important part of the course, students' future professional online presence and promotes life-long learning and professional enterprise.

Use of Blended-Learning

N/A

Assessment Strategy

Assessments are planned on an annual basis to mitigate against bunching and to ensure a mix of assessment types. The course is designed with strong themes that run through the levels, assessment on modules within these themes builds on and re-enforces previous study. The assessment types reflect real world practice, where possible, therefore automatically implement a variety of methods. This ranges from group practical assignments to individual reports. To develop students through the levels assessment progresses from descriptive reports at Level 4 through to analysis and practical implementation at Level 6. Feedback is provided to students on a regular basis to allow for student to develop their abilities through reflection on feedback from staff.

The overall scheme of assessment from level 4 to level 6 is designed in such a way as to maximise the opportunity for progression. This approach provides a strong context for learning. In addition, the student role in assessment is more likely to be participatory especially by level six.

Feedback on Assessed Coursework

The practical nature of the Broadcast Media Technologies course often allows live demonstration of work to be incorporated into the assessment. This promotes student presentation and communication skills, while providing an opportunity for immediate feedback and discussion with tutors. This presentation of work is particularly useful as a mechanism for providing formative feedback but also plays an important role in summative assessment as well. In particular through group work students are encouraged to feedback to their peers the level of effectiveness of their contributions and commitment to the assessment.

Students are encouraged to obtain formative feedback of assessments from their tutors during scheduled meetings and timetabled sessions.

Written feedback is given against assessment criteria and in many cases this is provided via the VLE. Interim summative assessment is often used within individual modules to encourage engagement and build student confidence.

Summative feedback is written or recorded audio/video files and always made available to students via the VLE

Integrated feedback weeks in each semester may allow personal tutors and module leaders to have the opportunity to discuss in depth with students regarding improvements that can

be made to work. This ensures that feedback then integrates into feed-forward allowing students to learn and develop from the work previously submitted.

Module Assessment Methods

Module Titles	Core (Y)	Live Demonstrations	Pitch Presentation	Online Portfolio/Journals/Blog	Written work/ written Critical Evaluation	Script writing	Product/artefact production	Viva /demonstration of work	Peer assessment
Module 1 L4 Camera and Audio Production Technologies	Y						60	40	
Module 2 L4 Introduction to Graphics for Broadcast	Y		40					60	
Module 3 L4 Academic and Broadcast Research Skills	Y				20/ 80				
Module 4 L4 Studio Broadcast	Y	80							20
Module 5 L4 Broadcast Coverage of Live Events	Y						50/ 50		
Module 6 L4 Online Media	Y			40/ 60					
Module 1 L5 Post Production for Broadcast	Y			40			60		
Module 2 L5 Visual Presentation	Y		40				60		
Module 3 L5 Writing for Broadcast	Y					50	50		
Module 4 L5 Online Broadcasting	Y			40			60		
Module 5 L5 Broadcast Media Planning	Y				40		60		
Module 6 L5 Broadcast Media Production	Y		25				75		
Module 1 & 2 L6 Production Project	Y		10		40			50	
Module 3 L6 Broadcast Industry Practice	N			40	60				
Module 4 L6 Advanced Graphics for Broadcast	N		25					75	
Module 5 L6 Radio Production	N				20		80		

Module 6 L6 Live Broadcast Portfolio	Y	75		25					
Module 7 L6 Business and Enterprise in Media	Y			30			70		

Employability and Professional Context

Career Pathways:

The course is designed to produce versatile graduates who have the theoretical understanding and practical, hands-on experience to go successfully into real industry jobs.

BMT graduates will have the skills to:

Research, shoot and edit factual TV packages: skills that allow runners and junior production team members/researchers to effectively display talent and gain quicker promotion.

Produce title sequences and motion graphics: skill in demand in large broadcast organisations, smaller production companies and specialist broadcast graphics companies, of which there are a growing number in the North.

Work on location and in studio: more important than ever with the growth of production at Media City in Salford and across the North of England.

Have the business skills to start their own production businesses or work as a freelance broadcast technician. Broadcast today is more than just TV, students will be equipped to exploit opportunities in radio/audio, independent production and web broadcasting/online media work.

There are also many opportunities for work placements on our degree courses, both in the UK and overseas to help enhance the students' future employment chances with experience in their chosen industry.

The course offers training for industry standard software such as Final Cut Pro, Adobe CS6 Master suite, Creative Collection and the ability to understand industry workflows in production and post-production.

As well as a wide range of industry specific skills, graduates from this degree will have evidence that they possess a wide range of transferable skills that are exactly what employers have identified as desirable:

Teamwork

Communication Skills (both oral and written)

Problem-Solving

Analytical Ability

Self-Management

Work-Related Activities

Part of the underpinning philosophy of the course is to provide students with an opportunity to develop industry standard skills alongside the development of cognitive and analytical capabilities. Assessment tasks are often based on authentic case studies drawn from the industry experience and contact of staff members.

Whilst all modules aim to challenge students, the project modules at both level 5 and level 6 give students the flexibility to examine a problem from different perspectives.

At level 5 students first develop a deeper understanding of the technical processes involved in producing broadcast media and are allowed greater freedom in choice of subject matter, developing their own content ideas as is the practice in industry/ Students then move on to implement a team-working project based on the specialist subject area. This involves the students following industrial project management practice to complete the given task. Students will conduct an investigation and detail their findings in a variety of communicative ways; as conducted within industry. This project is undertaken as a team which allows for the scenario being addressed to be explored in depth and the results evaluated and reflected upon thoroughly. This is as would be expected of a student within industry through self-learning/management and implementation of skills in unknown situations.

At level 6 the project activity stretches across the year and students are encouraged to work with clients on a real life problem or product. These clients are identified through contacts with staff and students. Those students that undertake a placement in the preceding year are often able to extend their links with work, by taking on a project derived from their placement year. To assist students with the projects they are encouraged to engage with potential employers and industry peers through forums and the regular guest lectures, run by industry experts, to ask questions and engage fully with the subject area.

All students are supported to consider undertaking the optional work placement following level 5. A placements database (<http://innplace.leedsmet.ac.uk/placement> username is innplace and the password is innjobs) is available to the students, which contains details of placements and other employment and volunteering opportunities. Students are encouraged to find their own placements too.

Students are encouraged throughout the course to take up work related opportunities where possible e.g. business projects/charity/volunteering work.

Students also engage with client-driven work within and without the University as volunteers and workers throughout the year. This involves production of broadcasts of University conferences. Sports events and student union events such as elections.

Placement or Work-Related Activity Level:

Work related activity is embedded through the use of industry related case studies and briefs at all levels. The formal work placement that leads to a sandwich award is between

level 5 and level 6 and students are encouraged and supported to find individual work placements at this time.

Placement or Work-Related Activity Length in Weeks:

L5 Project – 12 weeks, Placement Year – 48 weeks, L6 Project – 24 weeks.

Type of Placement or Work-Related Activity:

Level 5 Team Project Modules (Broadcast Media Production & Broadcast Media Planning) are a simulation of a challenging and authentic commercial development project. Groups are supervised by the Module Leader and members of staff acting as ‘hands-off’ senior project managers/production executives. There are two main summative assessments and in addition there are regular formative project reviews.

The 48-week work placement is within an organisation offering a suitable media related role. It is assessed on a pass/fail basis and includes a personal reflective evaluation of placement activity and learning.

Reference Points used in course design and delivery

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

Student Support Network

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

Record of Enhancement

No.	Detail of modification (Provide a brief description of the modification and where the Course Specification has been updated)	Date Effective (Indicate the academic year of entry and course level(s) to which the modification will apply)
	Example Assessment changed from examination to presentation in Module X, see section entitled Module Assessment Methods.	Level 5 from September 2018-19 entry