

# Final Evaluation of the Advanced Media Production Operation (AMP)

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# Final Evaluation of the Advanced Media Production Operation



**Submitted by CIOTEK Limited**

Date: February 2023

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A final evaluation undertaken by  
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Revision 1.6

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|--------------------------|---|
| <b>AMP</b>               | Advanced Media Production                                       |
| <b>CCT</b>               | Cross-Cutting Theme   |
| <b>CPD</b>               | Continuing Professional Development                             |
| <b>ESF</b>               | European Social Fund  |
| <b>FE</b>                | Further Education   |
| <b>GBER</b>              | General Block Exemption Regulation                              |
| <b>HE</b>                | Higher Education  |
| <b>M&amp;E</b>           | Monitoring and Evaluation                                       |
| <b>PM</b>                | Project Manager   |
| <b>WEFO</b>              | Welsh European Funding Office                                   |
| <b>WW&amp;V</b>          | West Wales and the Valleys                                      |
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# Independent External Evaluation of the Advanced Media Production Operation

## Final Evaluation Report

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### Synopsis

Advanced Media Production (AMP) is a four-year operation led by Aberystwyth University and has received a no-cost extension, taking it through to June 2023 from the original end date of 30<sup>th</sup> April 2023. The operation is partly funded by the European Social Fund (ESF) under Priority Axis 2: Skills for Growth, Specific Objective 3: “to increase the number of people with graduate degrees or equivalent undertaking research and innovation activities with enterprise.”

AMP is a post-graduate training scheme which allows students to study individual modules or work towards a post-graduate qualification. The AMP operation is aimed at enhancing innovation and productivity in the creative industries sector within West Wales and the Valleys (WW&V) by providing accredited training to exploit new technologies in media and digital technologies. This training addresses the high-level and technical skills shortages in creative industry businesses and brings new and immersive technologies into the public sphere.

The final evaluation report comprises the findings of an independent external evaluation of the AMP operation, including a review of achievements against targets, an assessment of plans for sustainability, as well as conclusions and recommendations moving forward.

### Further Information

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## Executive Summary

The AMP operation is a multidisciplinary scheme that offers postgraduate training. The operation is provided by the Aberystwyth University departments of Computer Science and Theatre, Film, & Television Studies and aims to address the skill and growth needs of those working in the creative industries sector. The operation is a four-year, £2 million scheme which, with the extension is now ending in June 2023. The operation is funded by the ESF, under Priority Axis 2: Skills for Growth, Specific Objective 3 which aims to “increase the number of people with graduate degrees or equivalent undertaking research and innovation activities with enterprises”.

The evaluation evidenced that, throughout its delivery, AMP has consistently and continually aligned with a range of Welsh Government policies and strategies designed to contribute to the needs of Wales. It is recognised that, innovation, development and commercialisation of scientific outputs, are advantageous for Wales. It has also been recognised that the science base requires strengthening and academic-business partnerships need development.

The evaluation process saw how the AMP delivery has contributed directly to these aims by providing a robust route to transform technology-based innovation into industry-ready, accessible knowledge and skills designed to raise the skill level of the creative industries.

AMP has established and operated with an effective and detailed M&E plan supported by extensive data capture documents and processes. It was evidenced that this has been delivered through effective and timely marketing strategies.

The final evaluation has verified that AMP has made excellent contributions to CCT activities which are embedded throughout the operation and align to the principles of the Well-Being of Future Generations Act.

Overall, AMP has made excellent progress towards the achievement of the output indicators, particularly the “Total number of participants” (98%) and “Participants with a graduate degree or equivalent” (Male 99% and female 98%). AMP has also made good progress toward the output indicator of “Number of enterprises collaborating with learning in research and innovation activities” (87%). It should be noted for the output indicators, a number of key targets were increased significantly following the reprofile of AMP, leading to the creation of ambitious new targets, particularly relating to the “Number of enterprises collaborating”. Taking this into consideration, AMP has exceeded the original targets and has made significant progress towards the new targets profiled.



| Indicator  | Original Target | Reprofile Target | Achievement to January 2023 | % of Original Target Achieved | % of Reprofile Target Achieved |
|--|-----------------|------------------|-----------------------------|-------------------------------|--------------------------------|
| <b>Output Indicators</b>   |                 |                  |                             |                               |                                |
| Total number of participants   | 155             | 176              | 173                         | 112%                          | 98%                            |
| Participants with a graduate degree or equivalent – Male   | 69              | 79               | 78                          | 113%                          | 99%                            |
| Participants with a graduate degree or equivalent – Female   | 86              | 97               | 95                          | 110%                          | 98%                            |
| Number of enterprises collaborating with learning in Research and Innovation activities  | 50              | 105              | 91                          | 182%                          | 87%                            |
| <b>Result Indicators</b>   |                 |                  |                             |                               |                                |
| Total number of participants gaining a qualification   | 100             | 100              | 3                           | 3%                            | 3%                             |
| Participants with a graduate degree or equivalent gaining a qualification upon leaving at Masters (ISCED7) or Doctoral (ISCED8) – Male   | 44              | 44               | 0                           | 0%                            | 0%                             |
| Participants with a graduate degree or equivalent gaining a qualification upon leaving at Masters (ISCED7) or Doctoral (ISCED8) – Female | 56              | 56               | 3                           | 5%                            | 5%                             |

#### **Note 1.**

Although AMP has fallen short in reaching the result indicator targets during the funding timescale, it has been assessed, that, following the completion of the operation, approximately 50 students will gain a qualification, with some 25 of these being a master's degree. Although these qualifications, will not be claimed against the project indicators, these are successful students, and should be noted as being a result of the success of the operation. In addition to these 50 students, a further 41 students have successfully completed one module with an additional 15 students successfully completing two modules. Although these students are not eligible to achieve an official qualification, they have chosen to develop key skills relevant to the sector in which they operate, gaining valuable knowledge and skills that could help them in their careers.

This is an important finding from the evaluation and should be taken into consideration when planning or shaping future delivery. The conclusion that can be drawn is that

participants consider gaining the necessary skills and knowledge as more important than gaining a qualification.

AMP has been a highly successful operation which has been recognised widely and achieving several award nominations and a win as outlined below:

- Shortlisted in THE Awards 2021 for 'Knowledge Exchange/Transfer Initiative of the Year'
- AMP lecturer Shortlisted in THE Awards 2022 for 'Most Innovative Teacher'
- AMP lecturer won the Aberystwyth University Exemplary Course Award for the module 'Gender and Media Production' which was developed directly from the lecturers' academic research

During the evaluation process, AMP staff reported that the AMP management team was very effective at providing encouragement and constant support as well as clear guidance.

The students participating in AMP modules reported that they have received a number of benefits including increased levels of knowledge and skills, a higher level of education, further opportunities within the creative industries, and increased job prospects. As a result, the majority of students providing feedback, testified that the quality of AMP was excellent, very good or good and that the operation met or exceeded their expectations. The majority of businesses believed AMP was excellent or good, and of the 21 businesses providing feedback only two participating businesses rated AMP as poor.

The Advisory Board recognises that there needs to be more strategic thinking at the highest level in the Welsh Government to be more visionary in its investment in establishing a foundation in Wales for computer and media technology applications. Overall, it has been identified by Advisory Board members that there is a need for the continuation of AMP to meet the needs and address the issues of the industry.

## **Recommendations**

### **Recommendation 1 – Development of CPD**

It has been identified from the evaluation that the primary demand from many individuals and businesses was for specific skills that would be relevant to their employment. It was evidenced that this requirement was considered to be over and above achieving a qualification. This led to many individuals not wanting or needing to commit to multiple modules. It was also evidenced from discussions that there is a distinction between local authorities and public sector bodies who want to see tangible outputs such as qualifications, and private businesses, whose primary objective is efficient training and skills enhancement that is relevant to their sector. A specific recommendation resulting from this is that AMP (or Aberystwyth University) consider

offering “micro-credentials” (which certify the learning outcomes of short-term learning experiences such as short-term courses or training. They offer a flexible, targeted way to help people develop the knowledge, skills and competences they need for their personal and professional development) or short courses which focus on CPD, rather than qualifications, as this will, more directly, address business needs.

### **Recommendation 2 – Market Research**

As indicated above, discussions with students and participating businesses at the final stage revealed a range of motivations for individuals to participate in AMP modules beyond receiving a qualification. Due to this, it is recommended that AMP undertake market research with businesses and individuals to understand their current needs and what they would like to achieve through their participation in the operation. This will allow AMP to be tailored to the needs of the industry in the future. The concept of “micro-credentials” is arising in a number of other universities and should be a consideration for Aberystwyth University and/or any AMP follow on activity.

### **Recommendation 3 – Continuation**

Following the current funding period, it is important that AMP source additional funding to continue the operation. This could include via the Welsh Government’s Business Wales or via investment from businesses in which they pay for each module taken.

Alternatively, staff should seek to amalgamate AMP into Aberystwyth University’s blended/distance learning portfolio. Blended/Distance learning is becoming a mainstream activity for universities and needs to be seen as such by university hierarchy. It should be identified, supported and run as a mainstream activity alongside on-campus activity and should, by now, be recognised as a critical part of any university portfolio and integrated fully into the organisation so that the university can be sustainable. The AMP operation has been officially set up through the Academic Registry, much academic material has been prepared and extensive marketing and promotion of the brand has been undertaken. Thus the groundwork for a successful blended/distance learning scheme has been completed and should be considered an ‘easy win’ for Aberystwyth University

### **Recommendation 4 – Retain AMP Branding**

Due to the success of the operation and the network that has been established, it is recommended that the AMP operation retain the AMP branding as a discrete identity, this should be followed, particularly if the operation is amalgamated into Aberystwyth University or other projects.

# 1

## Report Sections

Executive Summary

### Section 1: Introduction

Section 2: Mid-Term Report Outcomes

Section 3: Operational Review

Section 4: Evaluation Findings

Section 5: Logic Model

Section 6: Conclusions and Recommendations

## 1. Introduction

The AMP operation is a multidisciplinary scheme that offers postgraduate training. The operation is provided by the Aberystwyth University departments of Computer Science and Theatre, Film, & Television Studies and aims to address the skill and growth needs of those working in the creative industries sector. The operation is a four-year, £2 million scheme funded by the ESF, under Priority Axis 2: Skills for Growth, Specific Objective 3 which aims to “increase the number of people with graduate degrees or equivalent undertaking research and innovation activities with enterprises.”

Specifically, the creative industries are made up of sectors including<sup>1</sup>:

- Advertising and marketing
- Architecture
- CRAFTS
- Product design, graphic design, and fashion design
- Film, TV, video, radio, and photography
- IT, software, video games, and computer services
- Publishing and translation
- Museums, galleries, and libraries
- Music, performing arts, visual arts, and cultural education.

As part of the AMP operation, individuals within these industries can complete individual modules, a postgraduate certificate, a postgraduate diploma, or a master's degree (Figure 1), with each module running for 14 weeks. To be eligible to undertake modules through the AMP operation, individuals must live or work in West Wales, the Valleys, or areas of North Wales and either hold an undergraduate degree in a related subject area or have at least 2 years of relevant experience.

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<sup>1</sup> <https://www.gov.uk/government/collections/creative-industries-economic-estimates>

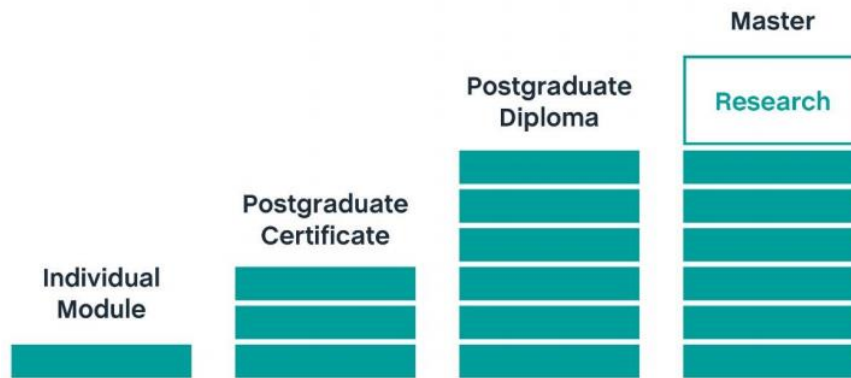


Figure 1: AMP Accredited Qualifications

AMP offers a range of modules such as<sup>2</sup>:

- Introduction to Media Production
- Programming for Digital Media
- Advanced Skills in Media Production
- Digital Culture
- Gender and Media Production
- Web Development
- Extended Reality
- Big Data
- Research Concepts and Skills
- Applied Graphics
- Narrative and Affect

The AMP operation offers flexible opportunities that can be delivered through blended learning or online. The assessments for each module consist of report writing, literature reviews, data analysis, process design, digital stories, or online presentations.

The overall aim of AMP is to provide businesses and graduates in the WW&V region<sup>3</sup> with high-level insight into the current research and development of new technologies in media. This has been done through the update of knowledge and the development of technical, practical, and analytical skills. Through this accredited training, the technical skills shortages in creative industry businesses will be addressed, whilst also bringing new and immersive technologies into the public domain. Furthermore, the scheme aims to enhance innovation and productivity within the Welsh public and private sector industries.

<sup>2</sup> <https://amp.aber.ac.uk/en/home/>

<sup>3</sup> [Eligibility and Fees — Advanced Media Production \(aber.ac.uk\)](#)

## **1.1. Evaluation Aims and Objectives**

The final evaluation has the following objectives:

- Assess whether the recommendations from the mid-term evaluation have been implemented
- Evaluate the extent to which AMP is delivering against targets
- Determine the contribution of the operation to Cross-Cutting Theme activities
- Analyse results and impacts from participant engagement
- Summarise barriers faced by AMP and how the team has responded
- Provide an assessment of the overall impact of the operation and make recommendations beyond the life of the operation

## **1.2. Evaluation Methodology**

CIOTEK has developed the evaluation methodology for the operation in conjunction with the AMP management team. A summary of the methodology has been outlined below:

### **1.2.1. Desk Research**

The desk research undertaken incorporated an extensive review of secondary research, publications, and operational documentation to effectively:

- Understand the development and progress of the operation through a review of key documents including the Welsh European Funding Office (WEFO) progress reports, CCT indicators and other relevant update documents,
- Review Monitoring & Evaluation (M&E) processes to understand whether any changes have been introduced since the mid-term evaluation,
- Review and update the AMP logic model.

### **1.2.2. Fieldwork**

As part of the evaluation, CIOTEK undertook a range of fieldwork activities. This included holding meetings with the management team of AMP to confirm the status of the operation, challenges faced, and to discuss any specific operational or strategic changes that may impact the ongoing or future objectives.

In preparation for the final evaluation, CIOTEK consultants prepared questionnaires which were approved by the AMP project manager (PM). Following the approval of these questionnaires, CIOTEK consultants undertook qualitative research that comprised online interviews as well as quantitative interviews such as questionnaires.

The research conducted sought to identify:

- The implementation of the mid-term evaluation recommendations
- Delivery of key outputs and indicators
- Effectiveness of management structure
- M&E processes
- Progress against CCTs
- Impact of AMP on students and businesses within the Creative Industries
- Barriers faced
- SWOT analysis
- Impact of COVID-19

### 1.2.3. Data Analysis

**Data collation and analysis** – Qualitative and quantitative data was collated anonymously and presented in subsections. This includes an examination of deliverables and their impact and benefits.

**Conclusions and Outcomes** – Drawn from field and desk research.

**Recommendations** – Will be made based on findings of research and data collection which can be used to inform any changes that can be made to enhance the operation moving forward.

### 1.2.4. Primary Research Scope

As part of the evaluation process, CIOTEK collected interview and survey data from AMP internal team members, students, participating businesses and advisory board members.

| Role                  |                             | Organisation |
|-----------------------|-----------------------------|--------------|
| AMP Internal Team     | Project Manager             | AU           |
|                       | Academic Co-ordinator       | AU           |
|                       | Academic Lead               | AU           |
|                       | Lecturer                    | AU           |
|                       | Lecturer                    | AU           |
|                       | Tutor                       | AU           |
| External Participants | 51 Students                 | Confidential |
|                       | 21 Participating Businesses | Confidential |
|                       | 4 Advisory Board Members    | Confidential |

Table 1: Interview List



### 1.2.5. Secondary Research Scope

To supplement the primary research, CIOTEK has also undertaken a review of the following internal and external documents:

#### 1.2.5.1. Internal Documents

- Business plan
- Monitoring and evaluation plan
- Marketing strategy
- Data capture forms (eligibility, application, enterprise)
- WEFO quarterly progress reports
- Testimonials

#### 1.2.5.2. External Documents

- Arts and Creative Industries: The Case For a Strategy<sup>4</sup>
- Clwstwr Creative Industries Report<sup>5</sup>
- International Strategy<sup>6</sup>
- Priorities for the Creative Industries Sector in Wales<sup>7</sup>
- Countries and their Cultures<sup>8</sup>
- Growing the Economic Impact of the Arts and Creative Industries on the World Stage<sup>9</sup>
- Creative Wales Industry Survey 2022<sup>10</sup>
- New Plan to Help Develop Wales' Creative Talent<sup>11</sup>
- The Creative Skills Action Plan<sup>12</sup>
- Delivering Science for Wales 2015-16<sup>13</sup>
- Innovation Wales<sup>14</sup>
- Taking Wales Forward<sup>15</sup>

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<sup>4</sup> <https://lordslibrary.parliament.uk/arts-and-creative-industries-the-case-for-a-strategy/>

<sup>5</sup> [https://clwstwr.org.uk/sites/default/files/2020-05/Creative%20Industries%20Report%20No%201\\_Final\\_compressed.pdf](https://clwstwr.org.uk/sites/default/files/2020-05/Creative%20Industries%20Report%20No%201_Final_compressed.pdf)

<sup>6</sup> <https://gov.wales/sites/default/files/publications/2020-10/international-strategy-for-wales-v1.pdf>

<sup>7</sup> <https://senedd.cymru/ministerial%20statements%20documents/priorities%20for%20the%20creative%20industries%20sector%20in%20wales/200129%20-%20det%20-%20supporting%20document%20-%20priorities%20for%20the%20creative%20industries%20in%20wales%20document%20-%20english.pdf>

<sup>8</sup> <https://www.everyculture.com/To-Z/Wales.html>

<sup>9</sup> <https://business.senedd.wales/documents/s70761/ART29%20Wales%20Arts%20International.pdf>

<sup>10</sup> <https://www.gov.wales/sites/default/files/statistics-and-research/2022-10/creative-wales-industry-survey-2022-804.pdf>

<sup>11</sup> <https://www.gov.wales/new-plan-help-develop-wales-creative-talent#:~:text=New%20Creative%20Skills%20Action%20Plan,billion%20for%20the%20Welsh%20economy.>

<sup>12</sup> <https://www.creative.wales/creative-skills-action-plan>

<sup>13</sup> <https://www.gov.wales/sites/default/files/publications/2019-04/science-strategy-annual-report-2015-to-2016.pdf>

<sup>14</sup> <https://www.gov.wales/sites/default/files/publications/2019-04/innovation-wales-strategy.pdf>

<sup>15</sup> <https://dera.ioe.ac.uk/27564/1/160920-taking-wales-forward-en.pdf>



# 2

## Report Sections

Executive Summary

Section 1: Introduction

### **Section 2: Mid-Term Report Outcomes**

Section 3: Operational Review

Section 4: Evaluation Findings

Section 5: Logic Model

Section 6: Conclusions and Recommendations

## 2. Mid-Term Report Outcomes

This section outlines the findings and recommendations made during the mid-term evaluation of AMP and reports on the actions taken to address the recommendations.

### 2.1. Summary of Findings

CIOTEK completed the mid-term evaluation report of AMP in August 2021. The mid-term evaluation incorporated the following:

- An evaluation of the AMP operation along with its context, evaluation aims, objectives and methodology applied,
- Development of the AMP logic model which outlines the demands, policy drivers, inputs, activities, outputs, outcomes, and impacts,
- An assessment of the operation's business and delivery plans to ensure they were delivered as anticipated to produce the intended outcomes and impacts,
- A review of the monitoring systems to ensure the efficient and effective delivery of the operation.

It was found that the AMP operation had made excellent progress towards the output indicators outlined for the operation and was aligned with the Welsh Government, Well-Being of Future Generations Act, and Creative Industries aims and objectives.

AMP evidenced an effective M&E plan which supported the aims and objectives of the operation. Furthermore, AMP staff engaged in open and effective communication and the management team provided frequent support to the team. AMP had a structured and robust approach to data capture with detailed bilingual documents designed to capture essential information. AMP also had an extensive marketing strategy in place which used social media platforms, newspapers, and newsletters to advertise and promote the operation. The AMP operation also made effective contributions towards all aspects of the CCT indicators.

## **2.2. Mid-Term Evaluation Recommendations**

### **Recommendation 1 – All Staff Team Meetings**

It was recommended that all staff on the AMP operation should meet formally once every month to provide updates, share concerns and achievements and review the progress of the operation. Doing this will bring the administrative staff and academic staff together and will provide an opportunity for all staff to communicate regularly.

### **Recommendation 1 – Action Taken**

The management team met on a fortnightly basis and information from these meetings was cascaded down to staff via individual line managers. Although all-staff meetings have been difficult to arrange due to work schedules and staff changes, the AMP team has made use of the Teams online platform, which has proved to be effective. These have and will continue to be held as needed.

### **Recommendation 2 – Reallocation of Funding**

To assist students in completing a master's degree, timescales should ideally be extended beyond the current funding period. To do this, it was recommended that the AMP operation reallocate any additional funding intended for other aspects such as travel to allow for the final extended period. This would allow the AMP operation to achieve a higher percentage of their intended output and results indicator targets.

### **Recommendation 2 – Action Taken**

AMP has secured a 2-month no-cost extension from WEFO and staff costs have been reallocated to allow AMP to maintain certain staff until the end of this period. This will give students additional support when completing their dissertations.

### **Recommendation 3 – Provision of Bilingual Materials**

As many of the technical aspects of the AMP modules are customarily delivered and researched in English, the AMP operation faced difficulty in translating these technical elements into Welsh. This included words and phrases that do not provide the same meaning or clarity in Welsh. As a result, students studying in Welsh are at a disadvantage in comparison to the high-quality material provided to those studying in English. Due to the difficulty of translating the technical aspect of these modules in Welsh, the AMP operation should actively seek to find a solution for these translation requirements. Until these translations can be provided, materials should be provided to students in both Welsh and English.

### **Recommendation 3 – Action Taken**

The role of translator, working directly on the operation, came to an end in August 2022. Most of the AMP modules are now available through the medium of Welsh, English or bilingually. The translator was effective in translating the course materials

considering these are subject areas that are English-dominated with very little Welsh-medium literary support available.

All students choosing to study through the medium of Welsh are given access to English materials to ensure thorough understanding of content, especially where terminology may be unfamiliar. It should be noted that the subject areas had very limited information in the Welsh language, and as a result, AMP has been an enabler in creating Welsh language materials. These Welsh language materials are available to students via the AMP online learning system - Blackboard. AMP plan to make these materials available to the Computer Science and Theatres, Film and Television Studies Departments within Aberystwyth University, for their ongoing use.

#### **Recommendation 4 – Publication of Case Studies**

It was recommended that AMP continue to develop and publish case studies and testimonials to demonstrate the successful outcomes of the operation. This should include the knowledge and skills gained through the operation and how participants are using what they have learned within their working environment.

#### **Recommendation 4 – Action Taken**

AMP worked with Four Cymru Communications to create five case studies which centred around students of varying backgrounds and gender who were studying different modules. These were positively written and created in Welsh and English. Four Cymru also provided the operation with image cards based on the case studies to share on social media platforms. These have been useful tools in marketing the operation as well as demonstrating the success of the operation. These have also been published on the website and social media platforms to promote AMP. These will be made available to Aberystwyth University for promotional purposes and to support the principle of AMP continuation.

#### **Recommendation 5 – Develop a Strategy to Sustain the Operation**

Due to the success and demand of AMP, operation staff were recommended to seek to establish a strategy to sustain the AMP operation long-term, (beyond ESF). This could be through means such as sourcing additional funding or developing the operation as a course led by Aberystwyth University. This will not only provide current students the additional time required to complete their master's degree but will also provide an opportunity for individuals across Wales to participate in the course, further upskilling the Welsh workforce.

#### **Recommendation 5 – Action Taken**

Discussions have been ongoing with Aberystwyth University for over a year regarding the amalgamation of AMP modules into the university's distance learning portfolio. Further to this, a presentation is planned to be given to the Aberystwyth University executive board by May 2023. Meetings have been conducted with colleagues in the

Research Business and Innovation Department to discuss possible external funding options. Other grants and funding avenues have been investigated; however, no suitable routes have been found.

### **Recommendation 6 – Welsh Language Courses**

To support the CCT of Welsh language, it was recommended that training courses in the Welsh language and, “how to teach through the medium of Welsh”, seek funding support to allow these to be provided on a free of charge basis to teaching staff at Aberystwyth University.

### **Recommendation 6 – Action Taken**

Following discussions with the University Welsh Language Centre, Welsh language learner courses are now available to all staff free of charge. This information is regularly provided to staff via the weekly staff bulletin. AMP have regularly and will continue to remind staff that these courses are available and free of charge.

### **Recommendation 7 – Emphasis on the amount of work needed for an MSc**

It was recommended that more detailed interviews/discussions should be held with students planning to complete an MSc to ensure they are fully aware of the level of work that will be needed to achieve a higher degree.

### **Recommendation 7 – Action Taken**

The personal tutor was given this responsibility and lengthy discussions were held with prospective students about the content, length, and expectations of the course. It is also recognised that until the student is fully engaged in the course, the level of commitment may not be fully understood. AMP has amended the student handbook (distributed at the start of each intake) to include information about the expectations and levels of commitment/work required. This message is also conveyed in the email correspondence with new and returning students. These discussions will remain in place should AMP move forward.

# 3

## Report Sections

Executive Summary

Section 1: Introduction

Section 2: Mid-Term Report Outcomes

**Section 3: Operational Review**

Section 4: Evaluation Findings

Section 5: Logic Model

Section 6: Conclusions and Recommendations

## 3. Operational Review

The following section, reports on the AMP operation, including an assessment of the operation in a creative industries and wider Wales context, reviewing M&E plans, CCT activities and output and result indicator targets.

### 3.1. AMP Context

The creative industries have been identified as a driver of economic growth and employment by the UK Government and industry stakeholders. In 2021, the creative industries sector contributed £109b (5.6%) to the UK economy, with the largest subsector being IT, software and computer services which accounted for 2.3% of the UK economy. As shown in Figure 2, the creative industries sector grew by 6.9% in September 2022 compared with September 2021. Growth in the creative industries has also been higher than the whole economy throughout the COVID-19 pandemic.

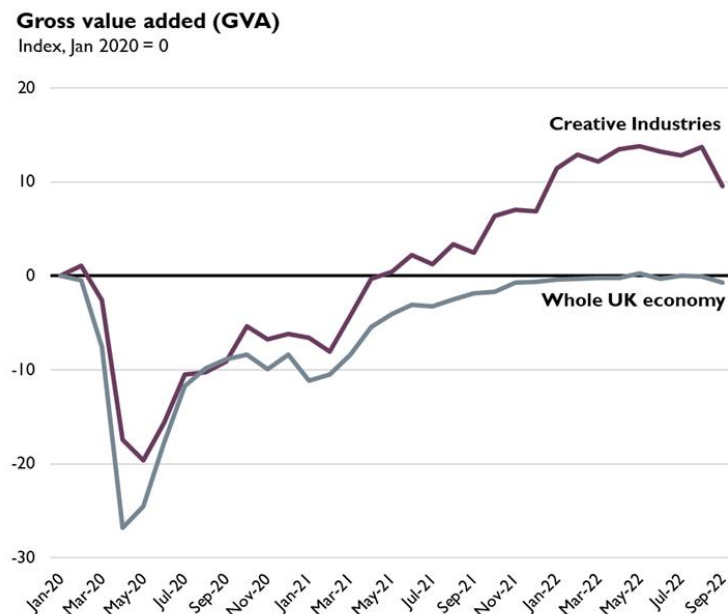


Figure 2: Creative Industries and UK Economy

During the COVID-19 pandemic, the creative industries sector saw a faster recovery in employment compared to the rest of the UK. In 2021, there were 3 million jobs in the creative industries, representing 7% of all jobs in the UK<sup>16</sup>.

A report by Clwstwr suggests that the creative industries in Wales play a key role in the culture, history, and economy of the country. It is estimated that there are 80,000 people working in the creative industries in Wales and over 8,000 active enterprises, with 500 new enterprises entering the creative industries each year. This has resulted in the generation of £1.7 billion for the Welsh economy. The creative industries are dominated by three sectors: IT, software and computer services; film, TV, video, radio and photography; and the music, performing and visual arts sectors<sup>17</sup>.

The International Strategy<sup>18</sup> developed by the Welsh Government identifies three key goals: to raise Wales's profile internationally, to increase exports and encourage inward investment, and to be a globally responsible nation. These goals capture the creativity of Wales, the utilisation of technology and the commitment to sustainability. Wales's creative industries have gained an international reputation as a centre of excellence for production and high-end television drama, attracting major US studios such as Netflix, HBO, Fox, and NBC Universal, further raising the international profile of Wales. There have also been significant provisions made to promote the growth of the technology industry in Wales, through support that nurtures a new wave of creative digital businesses<sup>19</sup>. As the creative industries become more technologically aware, there is an increased need to provide the necessary knowledge and development of technical, practical, and analytical skills to the workforce. This includes providing insight into the current research and development of new technologies in media.

The creative industries in Wales have received an array of financial support from both the public and private sectors as well as further government support from the Welsh Arts Council to assist the literature, art, music, and theatre sectors in Wales<sup>20</sup>. The Welsh Government also established collaborative deals with the UK Government to generate significant economic growth for Wales through investment, upskilling and improvement of physical and digital connectivity. Due to the importance of the creative industries to the economy, the sector is seen as a means to urban regeneration and economic renewal. As previously suggested, the creative industries contribute to the wealth and employment of Wales, helping to raise the worldwide image of the

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<sup>16</sup> <https://lordslibrary.parliament.uk/arts-and-creative-industries-the-case-for-a-strategy/>

<sup>17</sup> [https://clwstwr.org.uk/sites/default/files/2020-05/Creative%20Industries%20Report%20No%201\\_Final\\_compressed.pdf](https://clwstwr.org.uk/sites/default/files/2020-05/Creative%20Industries%20Report%20No%201_Final_compressed.pdf)

<sup>18</sup> <https://gov.wales/sites/default/files/publications/2020-10/international-strategy-for-wales-v1.pdf>

<sup>19</sup> <https://senedd.cymru/ministerial%20statements%20documents/priorities%20for%20the%20creative%20industries%20sector%20in%20wales/200129%20-%20det%20-%20supporting%20document%20-%20priorities%20for%20the%20creative%20industries%20in%20wales%20document%20-%20english.pdf>

<sup>20</sup> <https://www.everyculture.com/To-Z/Wales.html>



country<sup>21</sup>. However, in a survey conducted in 2022 by Creative Wales<sup>22</sup>, it was identified that businesses have had difficulty recruiting due to skills gaps in the workforce including technology, sector-specific skills and professional development. AMP are well placed to upskill the Welsh workforce, improve job prospects, and increase economic growth and international recognition for Wales.

The Welsh Government has implemented the ‘New Creative Skills Action Plan for 2022 to 2025<sup>23</sup>’ in order to help develop Wales’s existing and next generation of talent in TV, film, music, and digital content. This plan has been backed by a new £1m fund for Wales’s creative sectors. The Creative Skills Action Plan identifies 10 priority areas for skills that must be addressed for the workforce in Wales to thrive. These include<sup>24</sup>:

- Business and leadership training
- Talent support
- Improve diverse and inclusive recruitment
- Entry-level placements and opportunities
- Upskilling placements and opportunities
- Education and new curriculum
- Careers awareness
- Innovation
- Bridging the gap between further education/ higher education (FE/HE) and industry
- Well-being of the workforce and support for freelancers

The mid-term evaluation confirmed that AMP aligns with a number of Welsh Government priorities and strategies. This includes the Welsh Government strategy ‘Science for Wales’<sup>25</sup> which has a strong focus on partnerships between academia and businesses, particularly across the four Grand Challenge areas including ICT and the Digital Economy. This strategy recognises that training in the workplace can make a significant contribution to the science targets for Wales. The strategy emphasises the potential for growth in the digital economy with strong and vibrant ICT and creative industry sectors. Despite the recognition that innovation, development, and commercialisation of scientific outputs are advantageous for Wales, the science base requires strengthening and academic-business partnerships need development. AMP can contribute to the aims of this strategy by providing a robust route to turn technology-based innovation into industry-ready, accessible knowledge and skills which will raise the skill level of the creative industries.

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<sup>21</sup> <https://business.senedd.wales/documents/s70761/ART29%20Wales%20Arts%20International.pdf>

<sup>22</sup> <https://www.gov.wales/sites/default/files/statistics-and-research/2022-10/creative-wales-industry-survey-2022-804.pdf>

<sup>23</sup> <https://www.gov.wales/new-plan-help-develop-wales-creative-talent>

<sup>24</sup> <https://www.creative.wales/creative-skills-action-plan>

<sup>25</sup> <https://gov.wales/sites/default/files/publications/2019-04/science-strategy-annual-report-2015-to-2016.pdf>

AMP further aligns with 'Innovation Wales'<sup>26</sup> through the Grand Challenge priority of ICT and the digital economy. It also contributes to the Action Areas within this strategy including Action Area 3: 'The value of all types of innovation should be recognised', in which the Welsh Government actively encourage the promotion of innovation across the whole economy and establish links between government, health, universities and industry which particularly includes the creative industries. AMP also contribute to Action Area 5: 'Wales must look to use all means to ensure that postgraduate training continues to be supported in the key strategic areas.' This action aims to build on the successful postgraduate support programmes, particularly the schemes that encourage collaboration with businesses and operate in the Grand Challenge areas.

'Taking Wales Forward 2016-2021'<sup>27</sup> states that Welsh Government will: "Prioritise support for enhanced links between education and industry, enabling innovation and entrepreneurship across our public and private sectors in collaboration with our universities and colleges." This strategy is also committed to driving forward inward investment, innovation and the creation of new jobs as well as supporting businesses including the development of creative industries and tourism businesses. Furthermore, the Welsh Government aims to help 95% of people gain at least the basic digital skills needed for the 21<sup>st</sup> century by 2021, to which AMP digital modules contribute.

### 3.2. Monitoring and Evaluation

Since the mid-term evaluation, AMP has updated the M&E plan. This new M&E plan draws from lessons learned in previous projects to strengthen the operation and details a range of monitoring, evaluation, and reporting processes and procedures.

The AMP operation continues to utilise the M&E plan in order to meet regulatory requirements and demonstrate effective use of ESF funds. The M&E plan details the monitoring systems in place to capture ESF indicator achievements and CCT indicators along with ensuring that the operation is delivered effectively and efficiently while demonstrating impact.

AMP also continue to submit quarterly reports to WEFO which detail the following:

- Progress Report
- Delivery Profile Variance
- Forward Plan
- Cross-Cutting Themes
- Monitoring and Evaluation
- Publicity
- Procurement

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<sup>26</sup> <https://gov.wales/sites/default/files/publications/2019-04/innovation-wales-strategy.pdf>

<sup>27</sup> <https://dera.ioe.ac.uk/27564/1/160920-taking-wales-forward-en.pdf>



- Milestones and Special Conditions
- State Aid
- Outstanding Actions
- Risk Register

### **3.3. Data Capture**

AMP continue to use a structured and robust approach to data capture with detailed bilingual documents that capture the following information:

- Eligibility Form
- Application Form
- Enterprise Data Form
- Student Eligibility Checklist
- Student Feedback

#### **3.3.1. Private Sector Displacement**

The AMP operation has been designed and delivered to avoid private sector displacement. AMP continues to offer accredited training to degree level that cannot be provided by private sector training courses or the organisations themselves.

#### **3.3.2. State Aid**

The AMP team continue to monitor and review State Aid regulations. Throughout the operation, AMP collected and recorded State Aid information under De Minimis and General Block Exemption Regulation (GBER) which was submitted to WEFO.

### **3.4. Marketing Strategy**

Throughout the operation, AMP has implemented and maintained an extensive bilingual marketing strategy. This strategy has included:

- Bilingual press releases and adverts within national and local publications
- Bilingual press releases and adverts via RET, North Wales Ambition Board, Comms Cymru, Clwstwr, Creative Wales, Daily Post Article, Walesonline, Western Mail Business Article, Lleol Cymru, The Ego and CareersWales
- AMP and Aberystwyth University websites and social media platforms
- Bilingual newsletter circulated to over 5,000 Welsh individuals and enterprises on the AMP database
- Project Manager interviewed on Radio Cymru about the advantages of AMP

### 3.5. Cross-Cutting Themes

The final evaluation has evidenced that AMP has made excellent contributions to CCT activities which are embedded throughout the operation and noted within WEFO progress reports. The AMP team provided a comprehensive overview of the operations activities which align with the ESF CCTs of Equal Opportunities and Gender Mainstreaming, Sustainable Development, Tackling Poverty and Social Exclusion.

#### Equal Opportunities and Gender Mainstreaming

AMP offers free accredited training via a distance learning platform, removing any financial or attendance barriers.

Specifically related to gender mainstreaming, AMP offers a Gender and Media Production module which aims to develop students' understanding of the relationship between gender and media by examining topical issues of consumption, representation, and industry practice and regulation. Students are challenged to find real-world positive solutions for equality issues.

AMP has provided a supportive environment for all staff, complies with the regulations of non-discrimination, equality, and diversity as well as recruits staff members via Athena Swan, ensuring adherence to equal opportunity policies.

AMP has evidenced the following activities of equal opportunities and gender mainstreaming:

- Positive action measures (Women) and Female participation in STEM – The AMP operation has taken positive action towards the employment and support of women. AMP has 13 staff members working on the operation, 8 of whom are female including the PM. It was determined that females account for 54% of AMP students, which does not follow the traditional trend for the subject areas of Computer Science and Theatre, Film and TV, however, this does follow the overall trend in further education. The AMP operation also actively targets women in STEM via social media platforms and regularly follows and tags accounts such as Women in Tech Cymru, Wales Women in STEM, Digital Women Wales, Women in Cyber Wales, and STEM Women. AMP ensure that all marketing materials used to promote the operation such as images, testimonials and videos always include a diverse range of models which include female students and tutors.
- Currently, AMP has 4 students who identify as being from a Black, Asian or Minority Ethnic Background.
- AMP currently has 10 students who have notified AMP of having a disability. Individuals that have self-identified as being disabled, are contacted individually

by the AMP personal tutor to discuss how the operation and/or Aberystwyth University can support their studies.

- Throughout the operation, AMP has supported older workers to remain in work and continue to build new skills. The AMP modules have been undertaken by 11 adults over the age of 50.

## **Sustainable Development**

AMP is a digital learning course which inherently means that travel has been minimised and printed materials are limited, supporting the sustainability agenda. AMP are following all Aberystwyth University protocols and policies regarding environmental policies. The staff continue to work remotely from home, when possible, which has resulted in AMP staff lessening their carbon footprint by avoiding travel and utilising digital meetings. The online nature of the operation has also meant that AMP can widen its target audience whilst reducing travel time and keeping mileage and travel costs to a minimum. AMP has also developed a Travel Plan which has been approved by WEFO.

## **Tackling Poverty and Social Exclusion**

As a result of the funding AMP has received, the modules are offered to students at a significantly discounted or no cost. This has reduced the financial barrier to upskilling staff. The AMP operation also has additional funds in place to support students with childcare and travel costs.

## **Use of the Welsh Language**

AMP is a bilingual operation, offering most modules and learning materials in Welsh, English and bilingually. According to the Welsh Government in 2020/21, only 5% of students in HE were learning through the medium of Welsh. Further to this, only 3% of computing modules, 3% of media, journalism and communications modules, and 15% of design, and creative and performing arts modules were being studied in Welsh<sup>28</sup>. In comparison, 38% of AMP students are studying in Welsh and 10% are studying bilingually. It is evident that the project management places significant importance on bilingualism and this priority has filtered down to other staff members. Ultimately this has led to the high quality development of course materials, extensive bilingual publicity and has impacted the operation as a whole.

The language preferences of each participant are noted from preliminary contact either through an eligibility form or the application form. All administrative, learning and personal tutor communications via email, phone and letter thereafter are carried out in the language of choice. All PR and marketing material, social media and web content is published in a bilingual manner. Several AMP staff are also able to communicate bilingually including academic staff, PM, CCT champion, marketing officer and student

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<sup>28</sup> <https://www.gov.wales/sites/default/files/statistics-and-research/2022-07/welsh-language-higher-education-september-2020-august-2021-883.pdf>

administrator. The operation also had a part-time translator employed on the operation. AMP has a detailed and clear website that is available bilingually<sup>29</sup>. Aberystwyth University offers free Welsh language courses to all staff members, which AMP staff have access to.

### **3.5.1. Well-Being of Future Generations Act**

AMP continues to be well aligned with the principles of the Well-Being of Future Generations (Wales) Act 2015 as shown:

#### **A Prosperous Wales**

AMP aligns to the principle of a Prosperous Wales by providing opportunities for students as well as those in employment to increase their knowledge and skills. These accredited opportunities are offered for free or at a low cost and the online, flexible nature of the operation means it is an inclusive opportunity that can be accessed by a range of individuals across Wales. These skilled and trained individuals will attract higher incomes as well as improve the business prospects of the company they work for, creating a more prosperous future. AMP also aimed to upskill those in target areas to foster local talent.

#### **A More Equal Wales**

The AMP operation provides accredited training free or at a low cost. This provides individuals across WW&V region with the opportunity to increase their skills and knowledge in the creative industries sector. Participation in this training also increases individuals' job prospects leading to a better Wales.

#### **A Healthier Wales**

Aberystwyth University offers a wide range of support services to its students. Some of the services offered include:

- Well-being Service
- Disability and Learning Support
- Careers Service
- Care leavers and Estranged Students
- Peer Support
- Advice, Information & Money Service

#### **A Wales of Cohesive Communities**

AMP support communities to be well connected by providing participants with access to key services. The operation provides a platform for individuals in the creative

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<sup>29</sup> <https://amp.aber.ac.uk/en/home/>

industries across Wales to communicate and network. Some of the AMP staff attended the Royal Welsh show and the Urdd and National Eisteddfod to spread awareness amongst Welsh communities of the work and opportunities provided by AMP<sup>3031</sup>

### **A Wales of Vibrant Culture & Thriving Welsh Language**

The AMP operation has many Welsh-speaking staff and provides non-Welsh-speaking staff with a free opportunity to learn. Many of AMP's modules are available in Welsh, English and bilingually. AMP also promotes the culture of Wales which includes the creative industries.

### **A Globally Responsible Wales**

AMP is an online course which minimises the travel required and is also largely paper free. The operation also follows the policies implemented by Aberystwyth University regarding the environment and modern slavery.

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<sup>30</sup> <https://www.urdd.cymru/en/eisteddfod/what-eisteddfod/>

<sup>31</sup> <https://eisteddfod.wales/about-us>

### 3.6. Progress Against Targets

The final evaluation of AMP has reviewed the operations performance against profiled targets. Table 2 shows the original and new indicator targets following the reprofile as well as achievements against targets.

| Indicator  | Original Target | Reprofile Target | Achievement to January 2023 | % of Original Target Achieved | % of Reprofile Target Achieved |
|--|-----------------|------------------|-----------------------------|-------------------------------|--------------------------------|
| <b>Output Indicators</b>   |                 |                  |                             |                               |                                |
| Total number of participants   | 155             | 176              | 173                         | 112%                          | 98%                            |
| Participants with a graduate degree or equivalent – Male   | 69              | 79               | 78                          | 113%                          | 99%                            |
| Participants with a graduate degree or equivalent – Female   | 86              | 97               | 95                          | 110%                          | 98%                            |
| Number of enterprises collaborating with learning in Research and Innovation activities  | 50              | 105              | 91                          | 182%                          | 87%                            |
| <b>Result Indicators</b>   |                 |                  |                             |                               |                                |
| Total number of participants gaining a qualification   | 100             | 100              | 3                           | 3%                            | 3%                             |
| Participants with a graduate degree or equivalent gaining a qualification upon leaving at Masters (ISCED7) or Doctoral (ISCED8) – Male   | 44              | 44               | 0                           | 0%                            | 0%                             |
| Participants with a graduate degree or equivalent gaining a qualification upon leaving at Masters (ISCED7) or Doctoral (ISCED8) – Female | 56              | 56               | 3                           | 5%                            | 5%                             |

Table 2: AMP Indicator Achievements

Overall, AMP has made excellent progress towards the achievement of the output indicators, particularly the “Total number of participants” (98%) and “Participants with a graduate degree or equivalent” (Male 99% and female 98%). AMP has also made good progress toward the output indicator of “Number of enterprises collaborating with learning in research and innovation activities” (87%). It should be noted for the output indicators, a number of key targets were increased significantly following the reprofile of AMP, leading to the creation of ambitious new targets, particularly relating to the “Number of enterprises collaborating”. Taking this into consideration, AMP has

exceeded the original targets and has made significant progress towards the new targets profiled.

As shown in Table 2, it appears AMP has fallen short regarding the result indicator targets. However, it has been determined that AMP will have approximately 50 students who will gain a qualification including PG Certificate, PG Diploma, or an MSc. This would take the indicator of “Total number of participants gaining a qualification” to 53% of the target as opposed to the current 3%. Approximately 30 students will finish the operation with a PG Certificate or a PG Diploma, and a further 20 aim to complete an MSc. These MSc students will achieve this qualification following the closure of the operation (June 2023). Although these qualifications will not be claimed, these successful students, and therefore the success of the operation, should be noted. Furthermore, during the lifecycle of the operation, the students aiming to complete an MSc will have completed 6 modules, making them eligible to gain a PG Diploma at a minimum.

Although very slightly below target, AMP has also been highly successful at recruiting a larger number of female students (95 students) than male (78 students), despite the areas of study covered by AMP being predominantly and historically male dominated subject areas. This should be emphasised as a key success of the operation.

In addition to the above students leaving with a qualification, an additional 41 students completed one module and 15 students completed two modules. Although these students are not eligible to achieve a qualification, it is noted that they have gained either 30 or 40 official Aberystwyth University PG credits and will therefore receive an official Aberystwyth University transcript which records these credits as well as an AMP module certificate for each module passed. Beyond this, each of the students claimed as part of an indicator throughout the duration of the AMP operation will have received an element of training through the operation. This included interaction with a lecturer as well as some form of academic work.

61 students have withdrawn from the operation for a variety of reasons, the main one being unable to cope with the academic workload in addition to their day-to-day commitments. This withdrawal rate was to be expected from a distance learning operation open to post-graduate students, the majority of which would be mature students who were already in the workplace and had other commitments such as children, carers etc. Specifically, it has been evidenced that up to 15 female students who withdrew from the operation (either with or without a qualification) stated childcare responsibilities as a reason for not continuing their studies. The COVID-19 pandemic also forced some students to withdraw as they were unable to cope with the pressures of working from home and/or home-schooling their children in addition to undertaking their own academic studies. This figure is further increased by the fact that the Students Records Office process automatically and permanently withdraws students



who have failed to re-register as Aberystwyth University students within the required timeframe.

### 3.7. AMP Achievements

AMP has been a highly successful operation which has been recognised widely, resulting in AMP achieving several award nominations as outlined below:

- Shortlisted in THE Awards 2021 for 'Knowledge Exchange/Transfer Initiative of the Year' (Appendix A)
- Shortlisted in THE Awards 2022 for 'Most Innovative Teacher' – AMP lecturer (Appendix B)
- AMP lecturer won the Aberystwyth University Exemplary Course Award for the module 'Gender and Media Production' which was developed directly from the lecturers' academic research

### 3.8. Case Studies

AMP has developed a range of bilingual case studies showcasing the success of the operation (See Appendix C) and include students from various backgrounds and ethnicity. In addition, a wide range of video and written testimonials are available to view on the AMP website<sup>32</sup>. Examples of these include:

**The Advanced Media Production Course offers a level of insight into modern media that is essential for all who are working, or hope to work, in the industry.**

**A combination of theory and practical elements make this course applicable to everyday working life, giving an in-depth understanding of media cultures and through this allowing working professionals to tailor and improve their own working practises.**

**A strong support network is provided by lecturers, who encourage independent and out of the box thinking, ensuring that students leave with a strong grasp of the complex issues at hand**

**A prior understanding of programming is not essential before studying this module. Programming basics are introduced by using 'Python' before developing to introducing information that builds on this.**

**The module is introduced in a convenient format with three or four short lectures being presented every week on-line. There are programming exercises to complete during the lectures and other exercises to complete by the following week.**

**The lecturer is always ready to help by answering any questions about the work and any questions sent by e-mail receive a prompt reply.**

**At the moment I'm about a third of the way through the module. It's interesting and I'm learning things about the web that I never knew existed.**

**The staff are helpful and if I have any queries, I can email them or talk to them over Teams.**

**The course is easy to follow. Workbooks are provided for each unit that guide you through the module and these are accompanied by lectures and PowerPoint slides.**

**I can work at my own pace and around my current full-time job.**

Figure 3: Testimonials

<sup>32</sup> <https://amp.aber.ac.uk/en/testimonials/>



# 4

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## 4. Evaluation Findings

Primary research was collected through interviews and surveys with AMP management and delivery staff along with students, businesses, and AMP advisory board members.

### 4.1. AMP Team

As part of the evaluation, CIOTEK consultants interviewed 6 AMP team members.

#### 4.1.1. Desire for AMP

The need for the AMP operation was identified due to the local creative industries looking for skills development using new technology, however, businesses did not have access to learning or equipment to facilitate this need.

During the course of the operation, it was identified that more people than expected wanted to do individual modules. The demand from individuals and organisations was for specific skills that would be relevant to their work. As a result, AMP was treated more as Continuing Professional Development (CPD) rather than a university course.

#### 4.1.2. Impact of AMP

The AMP team was asked to comment on the impact they believe AMP has had on both students and businesses.

##### 4.1.2.1. Students

It was identified that participation in this operation has had a wide range of benefits for students, these include:

- Development of new knowledge and skills including key technical skills
- Improved employment prospects
- Collaboration and networking opportunities with other students
- Increased confidence and self-discipline

- Time management through working to deadlines

#### **4.1.2.2. *Participating Businesses***

The AMP operation was also identified to have several benefits for the businesses involved as indicated:

- Increased skillset of employees
- Added value
- Enabled growth and development by taking on new or additional work.

#### **4.1.3. Effectiveness and Accessibility of AMP Management Team**

The AMP management team was identified as very effective by the AMP staff. The management team was suggested to, from the outset, provide guidance and constant support as and when needed including regular meetings, good communication and high levels of organisation. The team has been very proactive and supportive with managers checking in regularly and helping to handle issues involving students. Lecturers identified that the technical staff and academic mentors were supportive and provided resources, academic advice and mentoring. Lecturers have been highly supported to pursue lines of enquiry within their research expertise and have been trusted to undertake unusual modules which break new ground. Lecturers and administrative staff have also been supported to attend and present at conferences. The AMP management team were indicated by AMP staff to always be accessible and provide very clear guidance and updates on the key outputs of AMP.

#### **4.1.4. Staff Engagement with Students**

Despite the online nature of the AMP operation, lecturers had frequent engagement with their students including weekly online group tutorials as well as one-to-one meetings via Teams and email. The frequency with which these individual meetings took place varied dependent on the needs of each student, however, with some students, this engagement included weekly or fortnightly meetings.

Strong non-academic support for AMP students was also highlighted with the Project Manager always being willing to discuss module options and choices in addition to providing advice regarding academic procedures and policies. The Personal Tutor regularly contacted all students via email and frequently held Teams or telephone meetings with students who requested these or who were identified as vulnerable by lecturers/management.

#### 4.1.5. Student Engagement

Lecturers were asked to indicate the percentage of student engagement they had experienced through remote learning against six elements of delivery as outlined below:

| Delivery Element     | 0-20% | 21-40% | 41-60% | 61-80% | 81-100% | Not part of the modules I delivered |
|----------------------|-------|--------|--------|--------|---------|-------------------------------------|
| Recorded Lectures    |       |        |        |        | a b     |                                     |
| Guided Reading       |       |        | a      | b      |         |                                     |
| Group Tutorials      |       | a      | b      |        |         |                                     |
| Practical Worksheets |       |        |        | b      | a       |                                     |
| Workshops            |       |        |        |        |         | a b                                 |
| Practical Activities |       |        | b      |        |         | a                                   |

Table 3: Student Engagement

The table shows the engagement experienced by two lecturers (as indicated by a and b). Both lecturers have experienced high levels of engagement in recorded lectures and practical worksheets. Opposingly, few students engaged with group tutorials for one of the lecturers. Approximately half of the students engaged in guided reading for lecturer a as well as group tutorials and practical activities for lecturer b.

#### 4.1.6. Challenges Faced

A significant challenge highlighted by the AMP team is the turnover of staff leading to a loss of almost 50%. Due to AMP staff knowing the operation has a finite lifetime, when permanent or longer-term opportunities arise, staff leave the operation. This has proved to be extremely challenging as recruitment and selection for short-term posts are unattractive for many. As a result, existing AMP management, staff and academics have had to accept an increased workload.

The Computer Science and Theatre, Film and TV subjects are in different faculties with different processes. This requires a greater level of liaison and coordination.

An additional challenge was identified by staff relating to the summer term. Many students are away or have increased childcare responsibilities during the summer term which was noted to impact the commitment of the students.

It was noted by AMP staff that continuity of funding is a future challenge for the operation. To combat this, a presentation is planned to the Aberystwyth University executive board by May 2023 to promote the amalgamation of AMP into the existing distance learning provision. A further challenge discussed is the need to recognise that many participants only want one or two modules rather than a full qualification.

#### **4.1.6.1. *Impact of COVID-19***

From the outset, the majority of AMP was set up as a distance learning / online course, however, certain workshops had to be completely redesigned in order to be run online during Covid restrictions. These included the Introduction to Media Production and Advanced Skills in Media Production modules. The workshop element to these modules was redesigned by having a reduced number of students and more time online with lecturers as well as edited content. The introduction of the Extended Reality module was also postponed as this involved in-person teaching in the use of VR headsets and equipment. The inability to undertake AMP workshops in person resulted in a loss of opportunity to improve social skills. Some of these workshops were reinitiated post-COVID-19, however, this introduced a 12-month delay in the ability to deliver.

#### **4.1.7. *Lessons Learned***

It was recognised by the AMP staff that students who are in employment as well as have other commitments such as childcare and caring responsibilities, need additional time to complete their modules. During lockdown, those working from home often had the additional responsibility of home-schooling their children.

Post lockdown when restrictions were eased, employers required their employees to return to work. At this time, many employers were focused on ensuring the survival of their businesses, leaving staff training to become a much lower priority. It was noted by the AMP team that the dropout rate increased significantly as lockdown came to an end.

Furthermore, AMP discovered during the operation that there is a high level of interest in a wide range of sectors and industries, however, many of these individuals and businesses would be interested in CPD rather than a formal qualification.

#### 4.1.8. Effectiveness of AMP in the Future

AMP staff were asked to identify any way in which they believe the AMP operation could become more effective in the future. One ne staff member noted that all learning materials between lecturers and departments should become as similar as possible in format, design and navigation to ensure cohesion and ease of use for the students.

To overcome the impact of COVID-19 and the online nature of the operation, it has been suggested that a residential element to the operation would be beneficial in order to enable team building and interaction with fellow students.

#### 4.1.9. Sustainability Strategies

AMP has explored a variety of options to sustain the operation moving forward. AMP management has held discussions with Aberystwyth University Planning Departments regarding the amalgamation or absorption of AMP materials into existing programmes and courses. Further to this, a new Blended/Distance Learning strategy, which includes AMP, will be presented to the Aberystwyth University Executive Board by May 2023. Additionally, AMP has secured some internal funding to undertake market research on the demand for AMP in the wider business community.

### 4.2. AMP Students

#### 4.2.1. Student Information

AMP students were asked about their preferred study language. Of the 51 students who completed the survey, 74% preferred to study through the medium of English, 12% through the medium of Welsh and 14% bilingually (Figure 4).

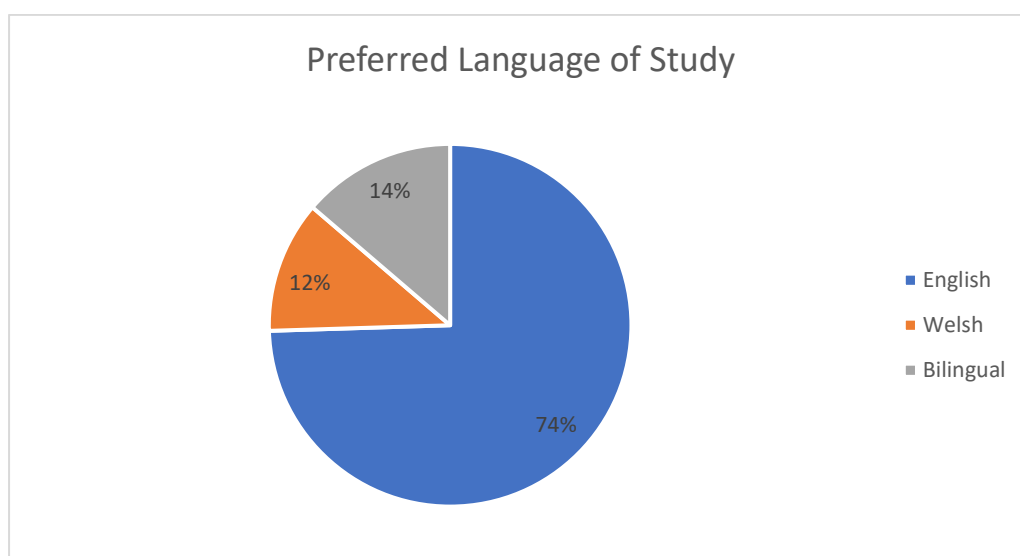


Figure 4: Preferred Language of Study

The students were also asked which level of qualification they were aiming for or had achieved. The responses received indicated a range of qualifications, with the majority aiming to achieve a master's degree (Figure 5).

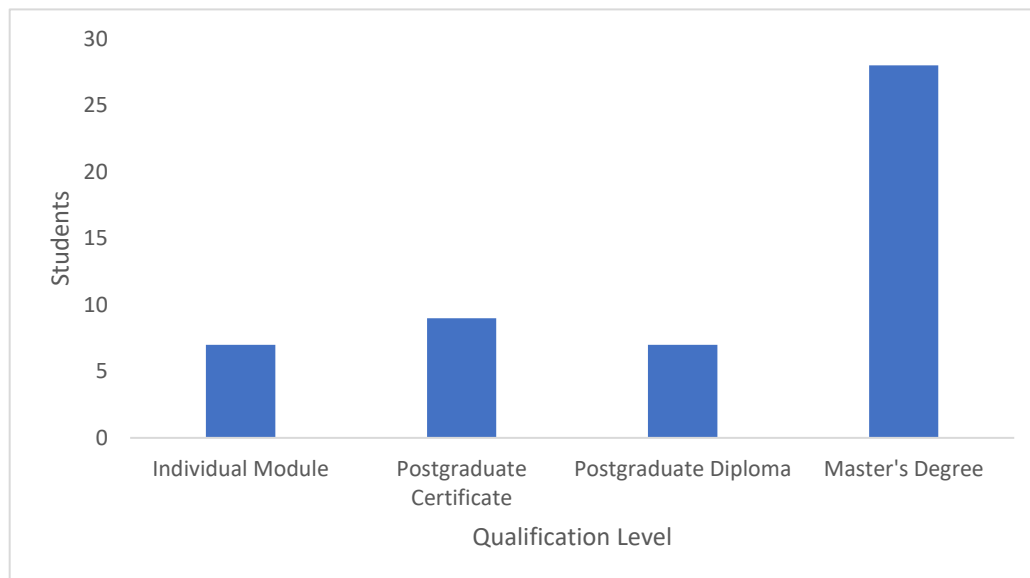


Figure 5: Qualification Level

71% of the 51 students completed AMP modules through their employers with the remaining 29% being self-employed (Figure 6). In addition, 59% of students were employed in the creative industries prior to participating in the AMP operation (Figure 7).

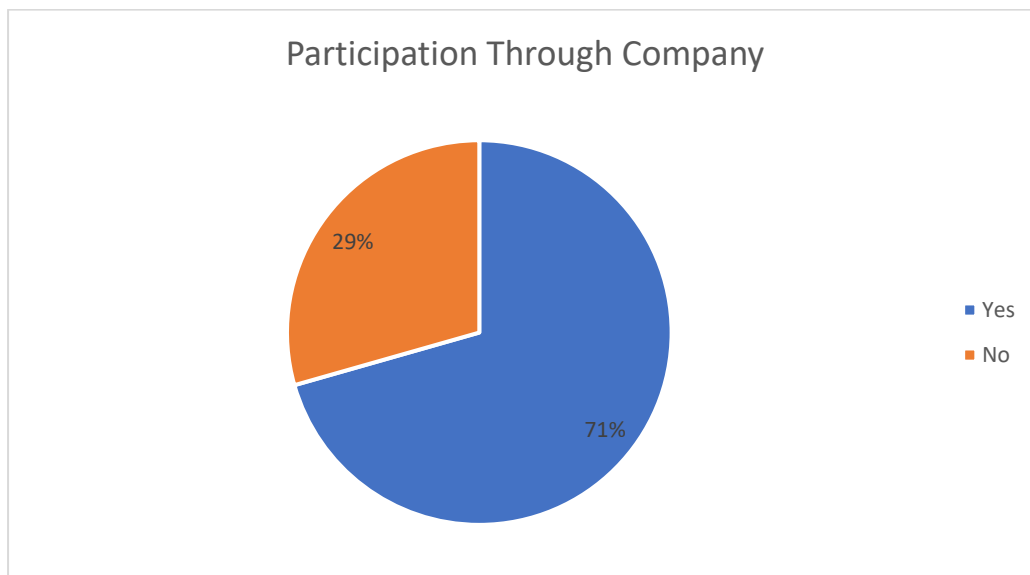


Figure 6: AMP Completion Through Employer

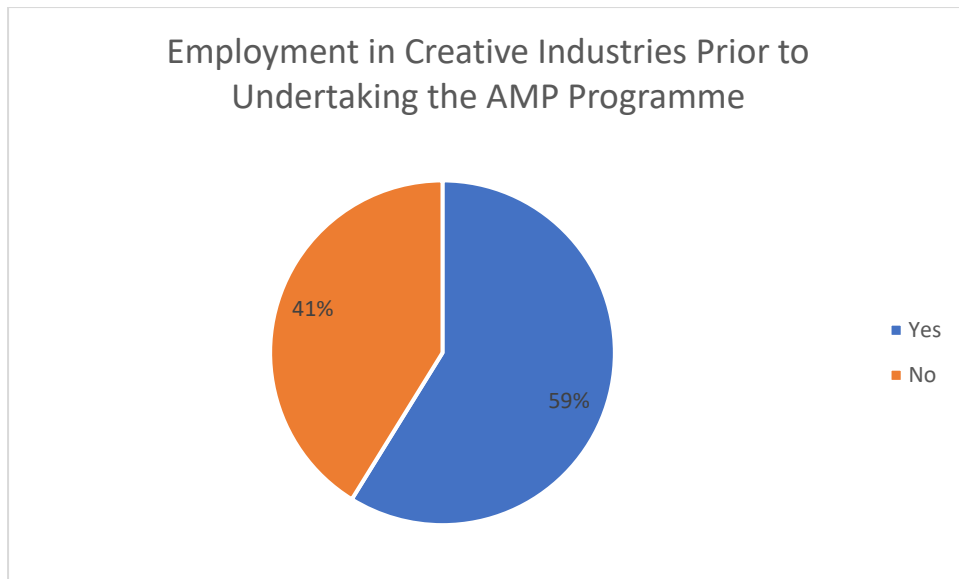


Figure 7: Employment Status Within the Creative Industries Prior to Study

Students were also asked whether they were employed in the creative industries following their participation in the AMP operation. 47% of students indicated they have not yet completed the programme, 27% are employed in the creative industries and 26% are not employed in the creative industries following their completion of AMP modules (Figure 8).

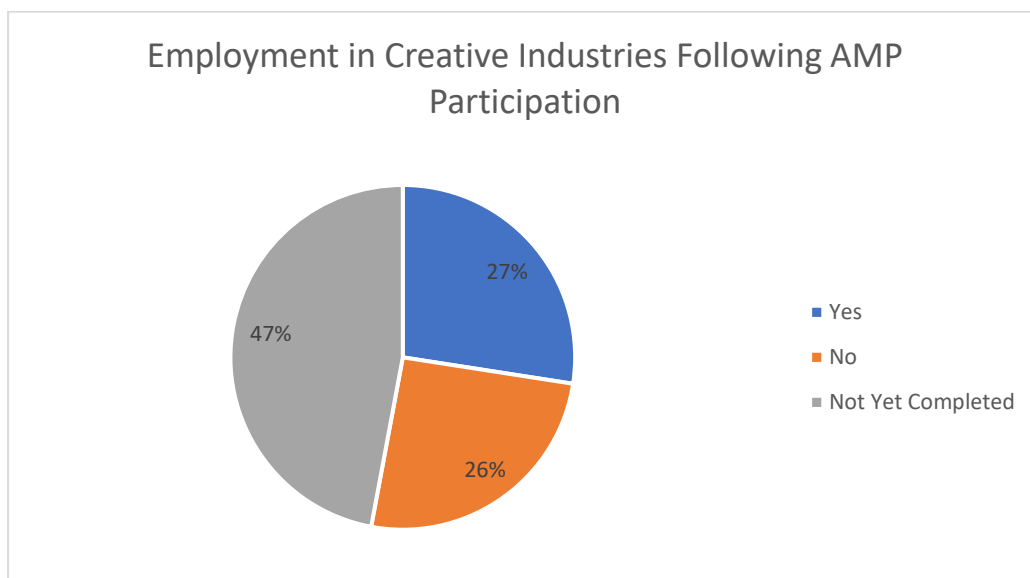


Figure 8: Employment Status Within the Creative Industries Following Study Completion

#### 4.2.2. Benefits of AMP

Students were asked to indicate the benefits they perceive as a result of participating in the AMP operation. As shown in Table 4, the majority of participants perceived increased levels of knowledge, increased skills, and a higher level of education.

| Benefits Accrued                                     | Number of Students |
|--|--------------------|
| Increased Job Prospects                              | 19                 |
| Increased Knowledge                                  | 46                 |
| Increased Skills                                     | 42                 |
| Higher Level of Education                            | 34                 |
| Further Opportunities within the Creative Industries | 20                 |
| No Benefits  | 1                  |

Table 4: Benefits Accrued

#### 4.2.3. Quality of AMP

The students were asked to rate the overall quality of the AMP operation. Figure 9 highlights the student's ratings, with the majority (30) rating the operation as excellent, very good (7) and good (10). Only 4 students rated AMP as average, and it should also be noted that no student rated AMP as poor or very poor. This is considered an exceptional result given the high expectations of students in the current environment.

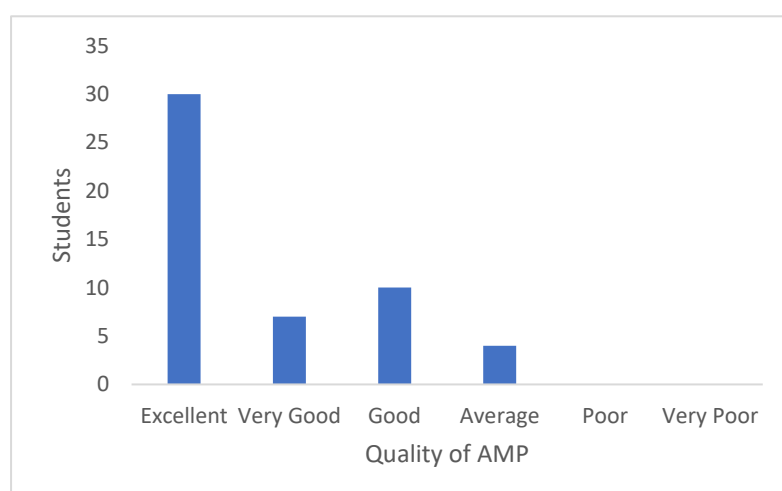


Figure 9: Quality of AMP – Student



The students were asked to provide a reason for the rating they provided as outlined below:

### **Excellent**

- Excellent support from tutors
- Well-designed programme
- High-quality study material
- Wide variety of enjoyable modules
- Well organised, delivered, and interesting content
- Developed a range of knowledge and skills
- Excellent mixture of computer science and theatre, film, and television studies modules
- Provided CPD

It should also be noted that one student described AMP as “outstanding in every way.”

### **Very Good**

- Supportive tutors with opportunities to meet with lecturers
- Excellent content
- Computer science modules were too advanced

### **Good**

- Difficult to balance full-time work and education
- Difficulty completing the computer science aspect of the modules
- Concern regarding tutor availability
- Difficulty understanding audio-recorded lectures due to the student being hard of hearing

### **Average**

- It did not compare well with other postgraduate modules
- It was a good resource to gain introductory level knowledge
- Desire for more active peer discussions

Students were also asked to rate the quality of the following elements of delivery (Table 5).

|                             | Excellent | Very Good | Good | Acceptable | Poor | Very Poor | N/A |
|-----------------------------|-----------|-----------|------|------------|------|-----------|-----|
| <b>Recorded Lectures</b>    | 22        | 19        | 4    | 4          | 1    | 0         | 1   |
| <b>Guided Reading</b>       | 14        | 18        | 13   | 3          | 0    | 0         | 3   |
| <b>Group Tutorials</b>      | 9         | 11        | 12   | 8          | 3    | 1         | 7   |
| <b>Practical Worksheets</b> | 13        | 13        | 13   | 4          | 0    | 0         | 8   |
| <b>Workshops</b>            | 11        | 11        | 3    | 5          | 1    | 1         | 19  |
| <b>Practical Activities</b> | 14        | 15        | 10   | 2          | 2    | 1         | 7   |

Table 5: Programme Delivery Ratings

As shown in Table 5 the majority of students rated the elements of delivery as excellent, very good or good, with recorded lectures, guided reading, practical activities, and practical worksheets highly rated. A small number of students rated recorded lectures, group tutorials, workshops and practical activities as poor or very poor.

#### 4.2.4. Expectations of AMP

Students were also asked how the AMP operation met their expectations. It was found that the majority of students believed AMP met or exceeded their expectations. As shown in Figure 10, only 5 of the 51 students that responded believed AMP fell below their expectations.

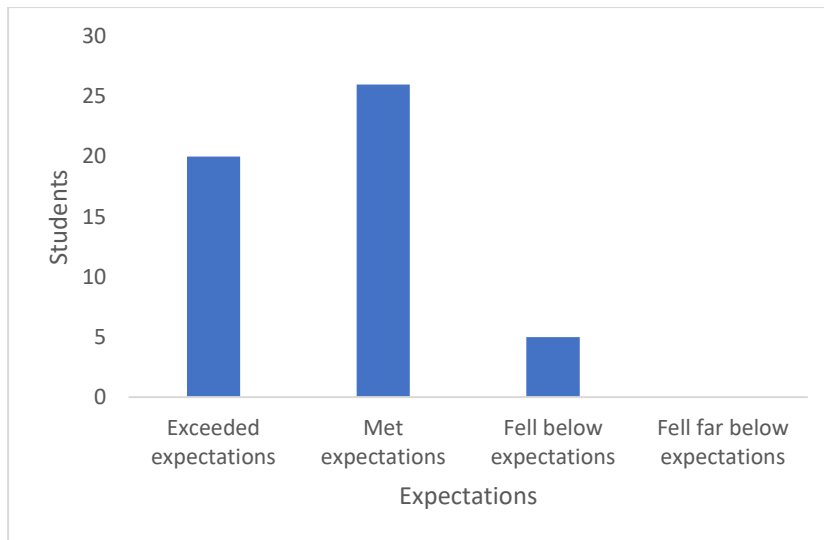


Figure 10: Student Expectations

The students provided a variety of reasons for their selection as outlined below:

### **Exceeded Expectations**

- Wider variety of subject content than expected
- Provided a deep understanding of the creative industries
- Excellent staff support with high levels of communication and guidance
- Increased knowledge and confidence
- Further reading and research increased knowledge and inspired further learning
- Modules were enjoyable
- Hands-on lecturers
- Knowledgeable staff, excellent support and mentorship, thought-provoking content, and easy-to-access learning materials

### **Met Expectations**

- Increased level of knowledge
- Limited availability of some lecturers
- Content covered is beneficial for the work environment,
- More practical work would have been beneficial,
- Opportunities to meet with students and lecturers in person would have increased the quality of the operation.

### **Fell Below Expectations**

- The modules delivered did not cover everything listed in the module outline,
- Modules provided basic knowledge with a lot of additional work required to be worthwhile to an employer,
- Difficult to balance full-time employment and education,
- Programming resources were old fashioned,

#### 4.2.5. Challenges Faced

A range of challenges was identified to participation in the AMP modules as shown in Table 6.

| Challenges                         | Number of Students |
|------------------------------------|--------------------|
| Balancing Employment and Education | 35                 |
| Health Issues                      | 2                  |
| Access to Appropriate Technology   | 13                 |
| Limited Resources                  | 4                  |
| Internet Speed                     | 12                 |
| Limited Access to Lecturers        | 5                  |
| Access to the Internet             | 2                  |
| Childcare Responsibilities         | 2                  |
| No Challenges Faced                | 11                 |

Table 6: Challenges Faced

As highlighted, the majority of students faced challenges, particularly in relation to balancing employment and education. Along with this, some students struggled with access to appropriate technology and internet speed.

#### 4.2.6. Improvements

The students were asked to indicate any ways in which they believed the AMP operation could be improved (Table 7).

| Improvements                                      | Number of Students |
|---|--------------------|
| Collaboration Opportunities                       | 22                 |
| Additional Support from Staff                     | 11                 |
| Work-based Research                               | 17                 |
| Additional Tutor Meetings                         | 14                 |
| Increased Advertisement of the Whole Programme    | 7                  |
| Photography Module                                | 1                  |
| More Practice-Based Assessments                   | 1                  |
| Additional Resources                              | 8                  |
| More Realistic Time Scales for Part-Time Studying | 1                  |
| Better Quality Online Lectures                    | 1                  |
| Programme Cannot be Improved                      | 4                  |

Table 7: Potential Improvements

As shown above, almost half of the 51 students indicated that they would like collaboration opportunities. Furthermore, students also believed that work-based research, additional tutor meetings and additional support from staff would be beneficial.

#### 4.2.7. Future Involvement in AMP or Similar Programmes

The students were asked two questions regarding their future involvement in AMP and similar programmes. At the time of completing this questionnaire, 30 of the 51 students were planning to complete further modules with AMP, 6 students were not going to complete any additional modules and 15 students were unsure (Figure 11).

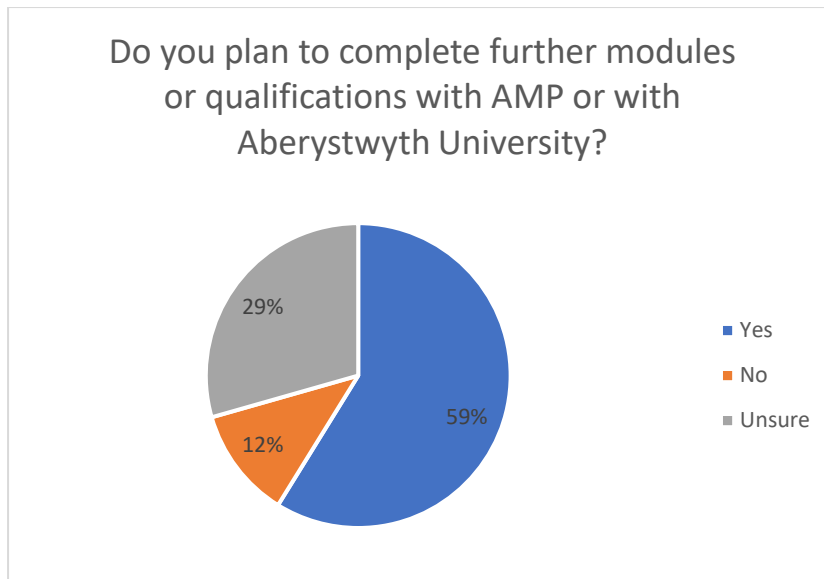


Figure 11: Completion of Further AMP Modules

The students were also asked whether they would be interested in participating in similar programmes to AMP. 34 students responded to this question with 28 students indicating that they would participate in similar programmes in the future and 6 students were unsure at this time.

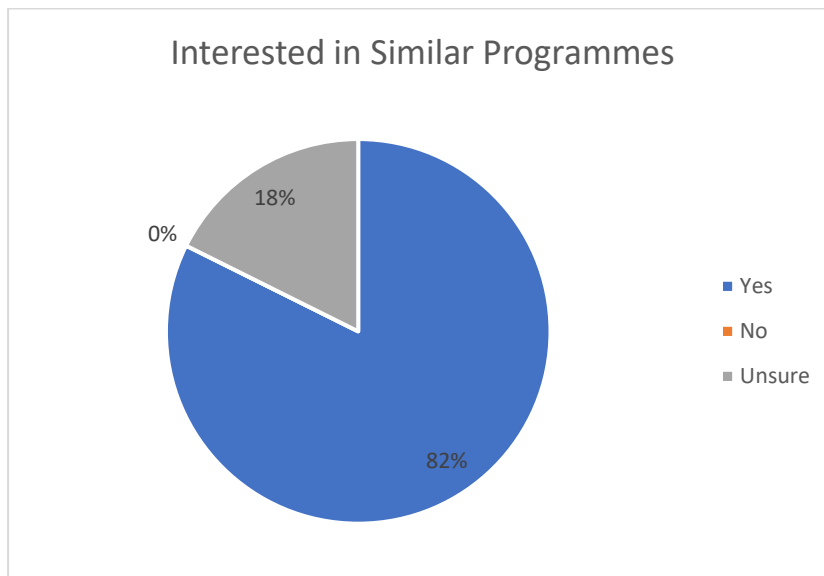


Figure 12: Interest in Similar Programmes

### 4.3. Participating Businesses

For the final evaluation of AMP, 21 enterprises completed either an online interview (9) or a questionnaire (12).

#### 4.3.1. Participating Students

The enterprises were first asked for information regarding their employees undertaking AMP modules including the number of their employees undertaking modules (Figure 13) and the level of qualification they aimed to achieve (Figure 14). As indicated in the figure below, the majority of businesses had 1 employee participating in AMP and 1 business had 8 employees.

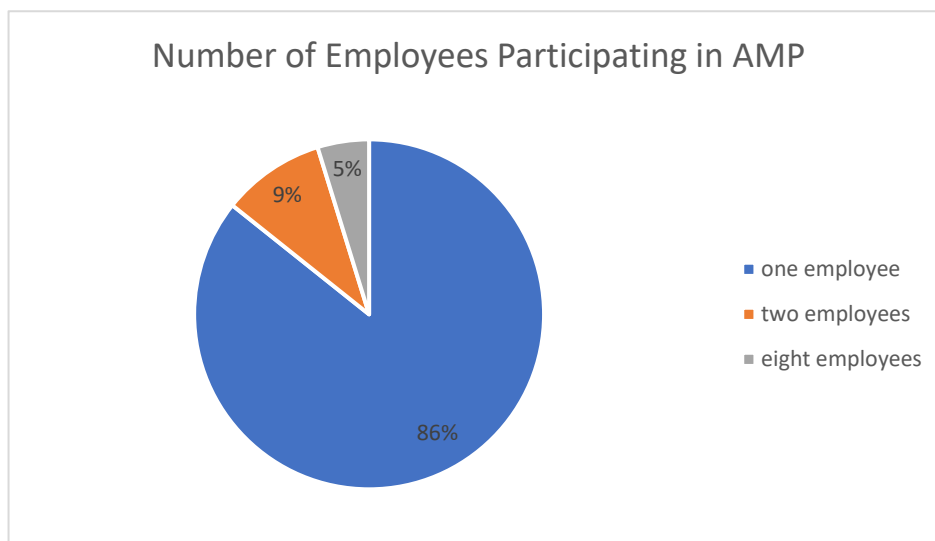


Figure 13: Number of Employees Participating in AMP

The majority of employees undertaking AMP were aiming to complete an individual module, with a further 7 aiming for a master's degree.

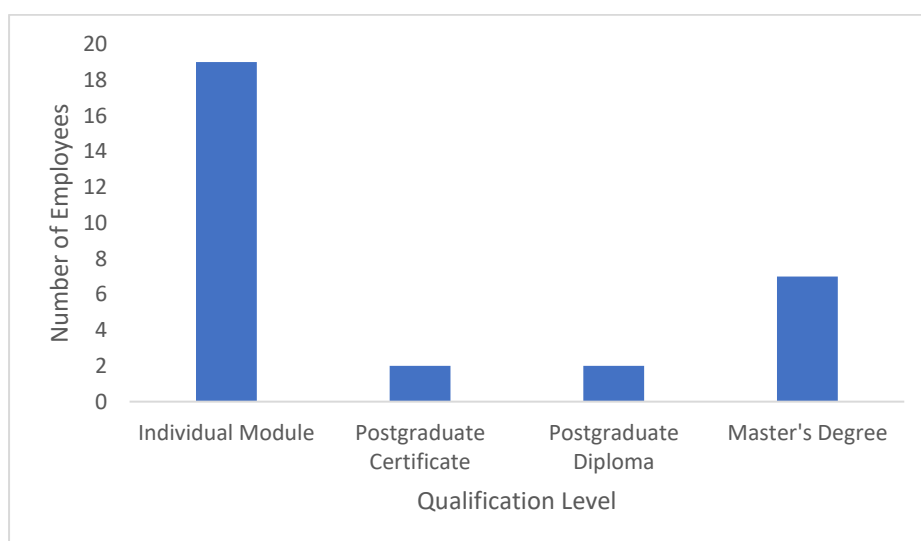


Figure 14: Employee Qualification Level

#### 4.3.2. Awareness of AMP

The 9 participating businesses interviewed by CIOTEK consultants were asked how they first became aware of AMP. Table 8 shows the responses received:

| Awareness of AMP          | Number of Businesses |
|---------------------------|----------------------|
| Social Media              | 2                    |
| Online Search             | 1                    |
| Referral from Third Party | 1                    |
| AMP email                 | 2                    |
| Direct Contact with AMP   | 3                    |

Table 8: Awareness of AMP

The participating businesses became aware of AMP through a variety of sources, with the most being direct contact or emails from AMP as well as social media posts about AMP which were suggested to mainly be through Facebook and Twitter.

#### 4.3.3. Business Development Needs

The 9 businesses interviewed identified a range of development needs of their business (Table 9).

| Business Development Needs             | Number of Businesses |
|--|----------------------|
| Technical Expertise                    | 8                    |
| Access to Support                      | 1                    |
| New Market Opportunities               | 4                    |
| New Product and/or Process Development | 6                    |
| Investment in Research & Development   | 3                    |
| Reduced Operational Costs              | 1                    |
| Upskilling Staff                       | 1                    |

Table 9: Business Development Needs

The enterprises have a range of current needs within their business. All but 1 of the 9 businesses have technical expertise needs, with 6 also having new product and process development needs. Only one business has needs relating to access to support, reduced operational costs and upskilling staff.



#### 4.3.4. Impact of AMP on the Creative Industries in Wales

AMP has and will continue to have a positive impact on the creative industries in Wales. The businesses highlighted some of these positive impacts:

- Raised the profile of the creative industries in Wales
- Increased digital skills
- Changed processes
- Reached wider audiences through accessibility
- Upskilling businesses
- Focus on new technical developments and initiatives
- Creation of new networks
- Acts as a catalyst to combine technical and creative elements
- Increased job prospects

#### 4.3.5. Impact of AMP on Businesses

AMP has had a variety of impacts on participating businesses and will continue to do so beyond the funding period.

|   |   |  |   |
|---|---|--|---|
| <b>New in-house skills gained</b>             | 9 | <b>Improved competitiveness</b>                    | 2 |
| <b>Improved quality</b>                       | 5 | <b>New Intellectual Property created</b>           | 1 |
| <b>Improved process</b>                       | 5 | <b>Accelerated research &amp; development</b>      | 3 |
| <b>New products developed</b>                 | 4 | <b>Reduced carbon footprint</b>                    | 1 |
| <b>Social benefits</b>                        | 3 | <b>Improved Environmental processes</b>            | 1 |
| <b>Cultural change</b>                        | 2 | <b>Improved Equality &amp; Diversity processes</b> | 1 |
| <b>Improved efficiency</b>                    | 4 | <b>Improved growth prospects</b>                   | 3 |
| <b>New external contacts</b>                  | 5 | <b>Improved job security</b>                       | 4 |
| <b>Additional knowledge from new staffing</b> | 2 |  |   |

Table 10: Main Impacts Experienced

Throughout the operation, AMP has had a range of impacts on the 9 enterprises that responded. As indicated all 9 businesses have gained new in-house skills as a result of their employees' participation in AMP. Further to this, 5 of the businesses improved

their overall quality and processes as well as gained new external contacts through the networking opportunities provided.

The participating businesses interviewed also discussed additional impacts that AMP is currently having or is estimated to have in the future. Table 11 collates the estimated value of each of the impacts outlined by all of the participating businesses.

|  | Yes,<br>Currently | Yes, in the<br>Future | Value                                |
|--|-------------------|-----------------------|--------------------------------------|
| <b>Increased Level of Business</b>                 | 5                 | 6                     | ➤ 100 additional customers<br>➤ £80k |
| <b>Increased Employment</b>                        | 2                 | 2                     |                                      |
| <b>Increased Investment</b>                        | 5                 | 4                     | ➤ £5k                                |
| <b>Number of Staff Upskilled</b>                   | 19                | 4                     | ➤ 32                                 |
| <b>Promotion of Equal Opportunities</b>            | 6                 | 2                     | ➤ Increased accessibility            |
| <b>Promotion of Environmental Sustainability</b>   | 4                 | 1                     | ➤ Increased environmental awareness  |
| <b>Launch of New Products or Services</b>          | 8                 | 8                     | ➤ 14                                 |
| <b>Introduction of New Processes or Procedures</b> | 12                | 5                     | ➤ 13                                 |
| <b>Links to other Businesses</b>                   | 8                 | 3                     | ➤ 5                                  |
| <b>Greater Market Competitiveness</b>              | 8                 | 5                     | ➤ £60k                               |

Table 11: Impact of AMP on Businesses

As shown, AMP has had a large impact on a number of businesses, particularly relating to the number of staff upskilled and the introduction of new processes or procedures. Furthermore, businesses, as a result of their involvement with AMP are likely to experience additional impacts in the future, such as increases in level of business as well as the launch of new products or services. Collectively, the participating businesses indicated they have or will experience an increase in their level of business by £80k along with an additional 100 customers. AMP has also led to greater market competitiveness which refers to an increased level of sales, generating an additional £60k as a result of increased staff skills. According to these businesses they have or will also launch 14 new products or services as well as 13

new processes or procedures. Finally, as a result of AMP, 32 members of staff have been upskilled. This shows the positive impact AMP has had on a range of enterprises.

#### **4.3.6. Impact of COVID-19**

COVID-19 has had both positive and negative impacts on some of the participating businesses. Some of the positive impacts include:

- Increased volume of work
- Helped to develop an online presence, particularly at events
- Development of new hardware to support the transformation to working from home
- Development of online training

Businesses experienced more negative impacts of COVID-19 such as:

- Reduced income streams
- Loss of contracts
- Loss of clients
- Negative impact on mental health and confidence
- Closure of business
- Restricted delivery of products and services

#### **4.3.7. Value for Money**

It was indicated by the 9 businesses that AMP provided great value. As a result, 6 of the businesses indicated they would be prepared to pay to put staff through AMP modules if they were not subsidised due to:

- Provides easy access to learning
- Good value for money
- Upskilling of staff
- Enables the discovery of new research areas
- Relevant modules
- Excellent content and modules provided
- AMP is consistent and organised

However, 3 would not be willing to fund the course for their staff if it was not subsidised. The reasons for this include:

- Business training needs are specific and modules would need to be selected
- Businesses would look for other funded training first
- Limited funds available

#### 4.3.8. Quality of AMP

The 12 participating businesses who completed an online questionnaire were asked to rate the overall quality of AMP (Figure 15).



Figure 15: Quality of AMP – Businesses

As shown, the majority of businesses believed AMP was excellent or good, however, two participating businesses rated AMP as poor.

#### 4.3.9. Potential Improvements

The participating businesses shared their views on ways they believed the AMP operation could be improved including:

- The amount of time and work needed to complete the modules should be detailed at the outset
- Further module information should be provided to line managers to ensure they can help to support learners further
- Student and tutor networking
- Extended deadlines to give students enough time to complete modules
- Inclusion of School of Art modules such as photography (to complement film) or illustration (to complement computer graphics)
- AMP should provide more specific rather than generic training
- Short courses

## **4.4. Advisory Board**

During the final evaluation, CIOTEK interviewed four members of the AMP Advisory Board.

### **4.4.1. AMP's Contribution to Media and Technology in Wales**

Feedback received from the Advisory Board identified a number of areas in which AMP are contributing:

- AMP is closing the gap in the technology skills for film and media
- Increasing awareness of the relationships between HE and industry
- HE became more aware of how skills developed could be of benefit to industry needs
- Exchange of interests and recognition of needs in certain areas
- A closer understanding of the needs of HE and industry as technologies change
- Support to those within the industry – the timing of the operation was crucial, especially in offering distance learning courses during the COVID-19 pandemic
- Provided necessary skills to communications agencies and media organisations, especially those developing into broadcast media
- Addresses staple and emerging technologies and processes
- Range of content on offer which accommodated the expertise and skills of participants
- Offered Welsh language-based content and learning materials lacking within the industry
- The core structure of AMP is both complementary and relevant to the industry
- AMP has raised awareness of the realities of what is achievable with technology

### **4.4.2. Current Strategic Needs of the Sector**

It was reported by Board members that in mid-Wales, there is a distinct need in more rural regions for enterprise hubs. Film and TV in particular have been focused in capital cities such as Cardiff and London. Furthermore, there is a need for entrepreneurial mindsets that may not have access to the skills that are needed to develop opportunities in the sector. AMP is perfectly placed to address this need. Within the sector, there is a need for individuals with a flexible skillset and understanding of emerging technologies to ensure that Wales remains at the forefront of the sector. It is recognised that there needs to be more strategic thinking at the highest level in the Welsh Government to be more visionary in its investment in establishing a foundation in Wales for computer technology applications.

#### **4.4.3. Current Market Needs**

There are several current market needs for AMP identified by the Board members, particularly regarding technology and skills. It was recognised that businesses within the sector need to keep up to date with the rapid changes occurring related to technology such as immersive technologies and drone photography. To do this, it is important that businesses have baseline knowledge and skills in order to understand which areas of digital potential they should pursue. Overall, it has been identified by the Advisory Board members that there is a need for the continuation of AMP to meet the needs of, and to address the issues within the industry.

#### **4.4.4. Future Opportunities for AMP**

The Board members identified a number of opportunities for AMP to explore moving forward as outlined:

- “Micro-credentials” for those that are in work environments and cannot study full-time
- Additional time is required to refine and adapt the operation to the needs of the sector going forward
- Establish stronger networks through a greater degree of face-to-face learning to explore different perspectives and ideas.
- Investment to establish a platform to take AMP forward
- Extending the offering to act as a catalyst for businesses to invest in technology and enhance their offerings to make them future proof
- Application of NFT

#### **4.4.5. Potential Challenges**

One major and recurring challenge that has been noted for the AMP operation by Board members is funding. It is going to be challenging for the operation to transition from EU funding to other sources of finance going forward. Furthermore, the operation will need to overcome the grants culture that exists in Wales if the operation is to be sustained long-term. It was suggested that the operation is not seen as academic delivery moving forward as the delivery should include individuals who are actively involved in the sector. This will give a more direct view of what is needed to succeed in the sector. The speed of technology and change has also been seen as a potential challenge, particularly to Wales as it will leave Welsh businesses behind unless there is proactive investment to support operations such as AMP.

#### **4.4.6. Impact of COVID-19**

The AMP Advisory Board noted that COVID-19 caused initial practical challenges and delays to the AMP delivery, however, this resulted in the initiation of creative solutions which could be translated into a successful online, remote operation that could be delivered to a wider audience including those balancing other responsibilities such as employment and childcare. AMP has also helped to normalise technology at a certain level as online communication is now seen as mainstream and the norm for businesses.

## 4.5. SWOT Analysis

The SWOT analysis illustrated in Table 12 was developed based on primary research findings.

| Strengths  | Weaknesses  |
|--|---|
| <ul style="list-style-type: none"> <li>➤ Unique skills development not available elsewhere</li> <li>➤ Bilingual materials developed in an area where they did not exist before</li> <li>➤ Active encouragement of women in STEM</li> <li>➤ Supported learning and development remotely</li> <li>➤ Opportunity for persons that would otherwise have been unable to gain these skills and qualifications</li> <li>➤ Ability to reach a wide audience that would not normally have engaged with a University</li> <li>➤ Promotion of Welsh language</li> <li>➤ Flexible programme that can be organised around the schedule of students</li> <li>➤ Free or low-cost opportunity that may be inaccessible to many</li> <li>➤ Strengthening of the creative aspects of TV (compared to other courses that focus on the journalistic side)</li> <li>➤ AMP staff with a variety of backgrounds including theoretical and practical resulting in various module options and expertise</li> <li>➤ Support provided to students by staff was exemplary</li> <li>➤ Invaluable to businesses with limited training budgets</li> </ul> | <ul style="list-style-type: none"> <li>➤ Staff leaving</li> <li>➤ Finite project lifetime</li> <li>➤ Geographical constraints (confined to WW&amp;V)</li> <li>➤ Project timeframe did not always allow for sufficient time for students</li> <li>➤ Underestimated time taken to align AMP with university systems</li> <li>➤ Inflexibility of assignment submissions</li> <li>➤ Online element may detract from the prestige of the degree and the awarding institution</li> <li>➤ Disparity between format, design, and navigation of learning materials</li> <li>➤ Lack of direct marketing</li> <li>➤ Wide range of module content that is not all immediately relevant to individuals</li> <li>➤ Some modules are not available every semester</li> </ul> |



| Opportunities   | Threats   |
|---|---|
| <ul style="list-style-type: none"> <li>➤ Embedding within the Aberystwyth University distance learning portfolio</li> <li>➤ External funding</li> <li>➤ Ability to reach out to those not usually in the university target sector</li> <li>➤ Offer CPD short courses that do not need to have a formal qualification</li> <li>➤ Partnership with other universities across Wales and further afield</li> <li>➤ Distance learning can be offered to those outside of WW&amp;V including pan-Wales, the UK and globally</li> <li>➤ Building on the expertise that has been built up through AMP</li> <li>➤ Developing as a digital upskilling service</li> <li>➤ Development of a centre of excellence for film and media in Wales</li> </ul> | <ul style="list-style-type: none"> <li>➤ Not gaining funding to maintain the momentum</li> <li>➤ Not building on the platform that has been established</li> <li>➤ No support from Aberystwyth University moving forward</li> <li>➤ Aberystwyth University is slow to respond to beneficial opportunities</li> <li>➤ Aberystwyth University has failed to recognise the potential of the operation including bolstering Aberystwyth's profile and recognition of the asset AMP staff are to the university</li> <li>➤ Inability for participants to self-fund</li> <li>➤ Economic downturn impacting investment in people</li> <li>➤ Competitive offerings in the market</li> </ul> |

Table 12: SWOT Analysis

## 4.6 Impact Analysis

Table 13 highlights the impacts noted during discussions and interviews with AMP staff and participating businesses. These impacts include short-term (completion of the operation), medium-term (3 years) and long-term (3+ years).

| Impacts            |   |
|--------------------|---|
| <b>Short-term</b>  | <ul style="list-style-type: none"> <li>➤ Individuals with new skills and qualifications</li> <li>➤ Raise the profile of Aberystwyth University with businesses</li> <li>➤ Additional resources for Aberystwyth University</li> <li>➤ Supported businesses through challenging times</li> <li>➤ Newly invigorated learners with new knowledge and skills</li> <li>➤ Increased number of businesses wanting to work more closely with universities</li> </ul> |
| <b>Medium-term</b> | <ul style="list-style-type: none"> <li>➤ Development of businesses in Wales with the new skills gained</li> <li>➤ Raise the profile of women in STEM careers</li> <li>➤ Addressed the shortage of Welsh language materials for learning IT and computer science</li> <li>➤ Increased number of jobs in computer science areas using Welsh as a language</li> <li>➤ Improved and closer industry and academic relationships</li> </ul>                       |
| <b>Long-term</b>   | <ul style="list-style-type: none"> <li>➤ Embedded IT, media, and computer science skills in the workforce</li> <li>➤ Helping to ensure Wales does not lag further behind the rest of the UK and the world</li> <li>➤ Upskilled Welsh workforce</li> <li>➤ Embedded processes in the business</li> </ul>   |

Table 13: Impact Analysis

# 5

## **Report Sections**

Executive Summary

Section 1: Introduction

Section 2: Mid-Term Report Outcomes

Section 3: Operational Review

Section 4: Evaluation Findings

**Section 5: Logic Model**

Section 6: Conclusions and Recommendations

## **5. Logic Model**

In alignment with the evaluation objectives, CIOTEK has reviewed the evaluation logic model (Figure 16) which defines the operation demands, inputs, activities, outputs, and anticipated impacts. The logic model is used as an evaluation mechanism to monitor progress and evaluate impacts achieved.

The information used within this logic model has been developed using existing operation documentation and primary research findings.

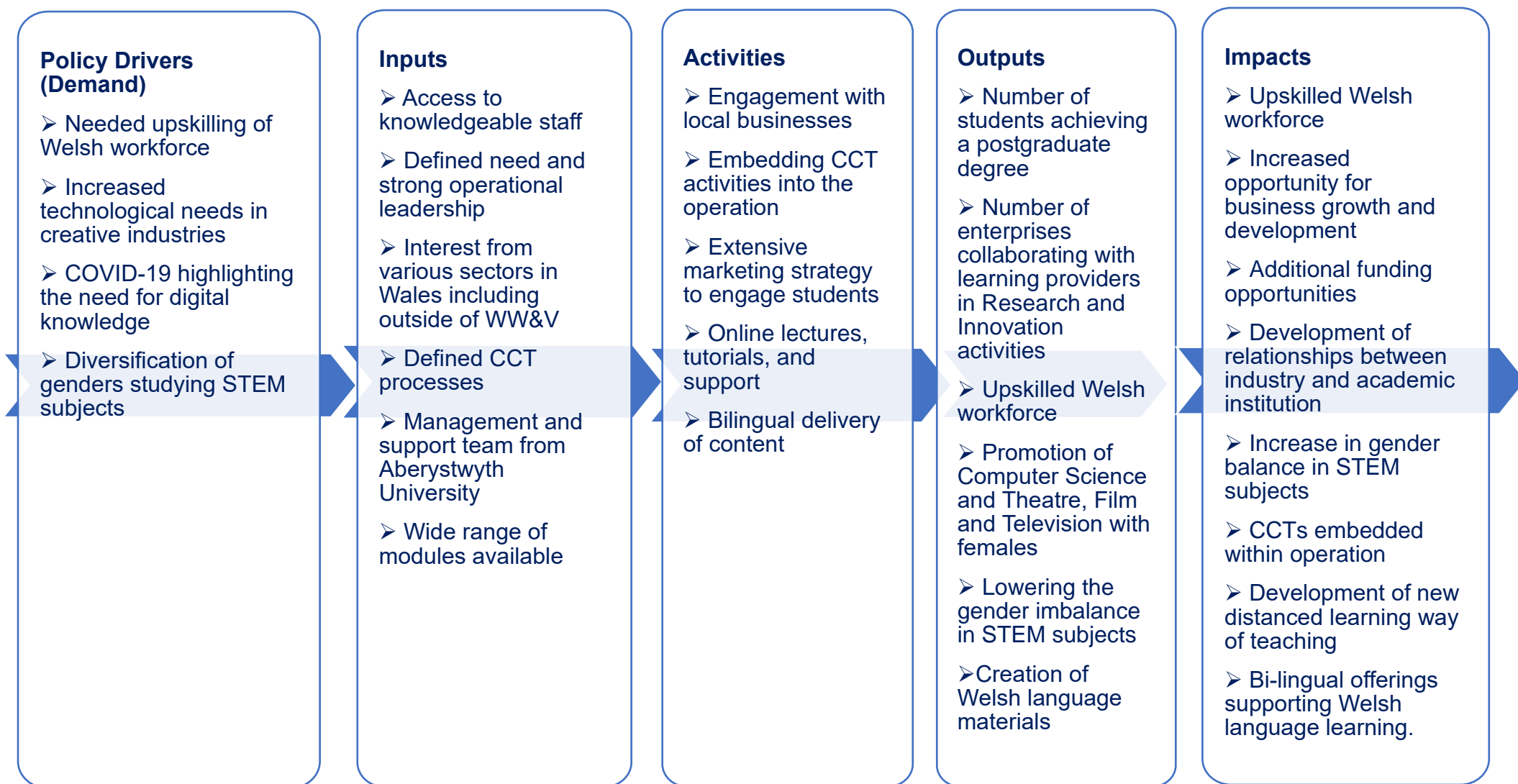


Figure 16: Logic Model

# 6

## Report Sections

Executive Summary

Section 1: Introduction

Section 2: Mid-Term Report Outcomes

Section 3: Operational Review

Section 4: Evaluation Findings

Section 5: Logic Model

**Section 6: Conclusions and Recommendations**

## 6. Conclusion and Recommendations

### 6.1. Conclusions

Following a comprehensive evaluation of the AMP operation at its final stage, it is evidenced that the operation has been successful in a number of areas. AMP aligns with a range of Welsh Government policies and strategies and contributes to the needs of Wales. The speed of technological change and advancements in media is rapid and there is a strong need for Wales to remain at the forefront, and not the trailing edge, of technology usage. AMP is well placed to bolster Wales and to address this need.

AMP has evidenced an effective and detailed M&E plan, as well as extensive data capture forms and marketing strategies. The final evaluation has shown that AMP has made excellent contributions to CCT activities which are embedded throughout the operation and also align with the principles of the Well-Being of Future Generations Act.

AMP significantly exceeded the original output indicators agreed with WEFO and has made excellent progress towards the achievement of the revised and significantly increased indicators, particularly the “Total number of participants” and “Participants with a graduate degree or equivalent”. This is also true of the “Number of enterprises collaborating with learning in research and innovation activities” output indicator. Although AMP has fallen short in reaching the result indicator targets, (within the funding window), it has been determined, that, following the completion of the operation, approximately 50 students will gain a qualification, with some 23 of these being a master’s degree. In addition, 41 students completed one module and 15 students completed two modules. Although these students are not eligible to achieve a qualification, it is noted that they will have gained valuable knowledge and skills that could help them in their careers.

It should be noted that AMP has been a highly successful operation which has been recognised widely, resulting in AMP achieving several award nominations.

During the evaluation process, AMP staff reported that the AMP management team was very effective at providing encouragement and constant support as well as clear guidance.

The students participating in AMP modules indicated they have received a number of benefits including increased levels of knowledge and skills, a higher level of education, further opportunities within the creative industries, and increased job prospects. As a result, the majority of students indicated the quality of AMP was excellent and the operation met or exceeded their expectations. The majority of businesses believed AMP was excellent or good, however, two participating businesses rated AMP as poor.

The Advisory Board, made up of established and knowledgeable individuals within the creative industries, recognises that there needs to be more strategic thinking at the highest level in the Welsh Government to be more visionary in its investment in establishing a foundation in Wales for computer technology and media applications. Overall, it has been identified by Advisory Board members that there is a need for the continuation of AMP to meet the needs of and to address the issues of the industry.

## **6.2. Recommendations**

### **Recommendation 1 – Development of CPD**

It has been identified from the evaluation that the primary demand from many individuals and businesses was for specific skills that would be relevant to their employment. It was evidenced that this requirement was considered more of a priority than achieving a qualification. This led to many individuals not wanting or needing to commit to multiple modules. It was also noted that local authorities and public sector bodies prefer to see tangible outputs such as qualifications, as opposed to private businesses who want efficiency in training and skills enhancement that's relevant to their sector. It is recommended that AMP consider “micro-credentials” (which certify the learning outcomes of short-term learning experiences such as short-term courses or training. They offer a flexible, targeted way to help people develop the knowledge, skills and competences they need for their personal and professional development) or short courses which focus on CPD as this will address business needs rather than achieving a qualification.

### **Recommendation 2 – Market Research**

As indicated above, discussions with students and participating businesses at the final stage revealed a range of motivations for individuals to participate in AMP modules beyond receiving a qualification. Due to this, it is recommended that AMP undertake market research with businesses and individuals to understand their current needs and what they would like to achieve through their participation in the operation. This

will allow AMP to be tailored to the needs of the industry in the future. The concept of “micro-credentials” is arising in a number of other universities and should be a consideration for Aberystwyth University and/or any AMP follow on activity.

### **Recommendation 3 – Continuation**

Following the current funding period, it is important that AMP source additional funding to continue the operation. This could include via the Welsh Government’s Business Wales or via investment from businesses in which they pay for each module taken.

Alternatively, staff should seek to amalgamate AMP into Aberystwyth University’s blended/distance learning portfolio. Blended/Distance learning is becoming a mainstream activity for universities and needs to be seen as such by university hierarchy. It should be identified, supported and run as a mainstream activity alongside on-campus activity and should, by now, be recognised as a critical part of any university portfolio and integrated fully into the organisation so that the university can be sustainable. The AMP operation has been officially set up through the Academic Registry, much academic material has been prepared and extensive marketing and promotion of the brand has been undertaken. Thus, the groundwork for a successful blended/distance learning scheme has been completed and should be considered an ‘easy win’ for Aberystwyth University

### **Recommendation 4 – Retain AMP Branding**

Due to the success of the operation and the network that has been established, it is recommended that the AMP operation retain the AMP branding as a discrete identity, this should be followed, particularly if the operation is amalgamated into Aberystwyth University or other projects.

## Appendix A – AMP Shortlist Award 2021

# Welsh media course shortlisted for top award

Aberystwyth University's Advanced Media Production course has been shortlisted for the Knowledge Exchange/Transfer Initiative of the Year at this year's 'THE Awards'.

'THE Awards' are widely recognised as the Oscars of higher education, each year attracting hundreds of entries that exemplify the talent, dedication and innovation of individuals and teams across all aspects of university life, showing countless reasons why our institutions continue to prosper.

Advanced Media Production is a unique scheme bringing together Aberystwyth University's Departments of Computer Science and Theatre, Film & Television Studies and has focused on upskilling the creative industries in Wales throughout the Covid-19 pandemic.

To date, more than 160 employees have enrolled and Professor Anwen Jones, Aberystwyth University's Pro Vice-Chancellor for the faculty of Arts and Social Sciences is delighted with its success,

"I am fully aware of the immense effort that went into establishing the Advanced Media Production MSc, especially during such a challenging period, and being shortlisted for this prestigious award is very exciting".

"Organisations and media companies identified a need to upskill their workforce to meet a growing demand for creative digital content across all platforms. Aberystwyth University was able to respond quickly to their needs with this unique multi-disciplinary scheme aimed at enhancing industry innovation and productivity in the creative industries through knowledge exchange."

Supported by the European Social Fund through the Welsh Government, all modules on the course were made available flexibly and free to eligible organisations and the self-employed working in the creative industries sector in Wales.

Professor Jones added,



“The Covid-19 pandemic has thrown the benefits of digital creation and communication into sharp relief. As the world went into lockdown, we became increasingly reliant on our digital devices both for work and social purposes, a trend that may well continue.”

The winners will be revealed at an in-person ceremony in London on 25 November 2021.

For more information on the Advanced Media Production course and to register your interest please go to <https://amp.aber.ac.uk/en/home/>.

# THE AWARDS 2021

## SHORTLISTED

Knowledge Exchange/  
Transfer Initiative of the Year

**Aberystwyth University**



John Gill, editor, *Times Higher Education*

#THEAwards

Global partners



AdvanceHE

ANDERSON  
QUIGLEY | SEARCH  
INTERIM  
ADVISORY

ELSEVIER

Kortext

ncee  
Entrepreneurship in Education

salesforce.org

Studiosity

Technician Commitment

UNIBUDDY

## **Appendix B – AMP Shortlist Award 2022**

### **Aberystwyth University's Media course shortlisted for top award for a second year running**

One of Aberystwyth University's Advanced Media Production lecturers has been shortlisted in this year's 'THE Awards'.

Dr. Laura Stephenson has been nominated as the Most Innovative Teacher of the Year for her 'Gender and Media Production' module that forms part of this unique Masters Programme.

Inspired by the events of the #metoo movement, Laura recognised the need for a university module which links traditional gender-media scholarship with the lived experience of practitioners working in the media and creative industries. The Gender and Media Production module on the Advanced Media Production Masters scheme seeks to align the oft-divided worlds of creative industries theory and creative industries practice, by educating students about gender inequality and then having students put practical solutions into place to address this inequality.

'THE Awards' are widely recognised as the Oscars of higher education, each year attracting hundreds of entries that exemplify the talent, dedication and innovation of individuals and teams across all aspects of university life, showing countless reasons why our institutions continue to prosper.

Last year, the Advanced Media Production programme was shortlisted for the Knowledge Exchange/Transfer Initiative of the Year Award.

Advanced Media Production is a unique scheme bringing together Aberystwyth University's Departments of Computer Science and Theatre, Film & Television Studies and has focused on upskilling the creative industries in Wales throughout the Covid-19 pandemic.

To date, more than 150 employees have enrolled on the Advanced Media Production programme and Professor Jamie Medhurst, Head of the Department of Theatre, Film and Television Studies, is delighted with its success:

“The Covid-19 pandemic has thrown the benefits of digital creation and communication into sharp relief. As the world went into lockdown, we became increasingly reliant on our digital devices both for work and social purposes, a trend that may well continue.”

“I am fully aware of the effort that went into creating this innovative Gender and Media Production module and being shortlisted for this prestigious award is very exciting.”

Supported by the European Social Fund through the Welsh Government, all modules on the course were made available flexibly and free to eligible organisations and the self-employed working in the creative industries sector in Wales.

The winners will be revealed at an in-person ceremony in London in November 2022..

For more information on the Advanced Media Production MSc and to register your interest please go to <https://amp.aber.ac.uk/en/home/>.

## Appendix C – AMP Case Studies

### ASTUDIAETH ACHOS

#### David Maynard



**Fel sylfaenydd a pherchennog ymgynghoriaeth archeolegol sy'n cyflenwi gwasanaethau i ystod eang o gleientiaid, yng Nghymru ac yn rhyngwladol, mae David wedi bod yn gweithio ar brosiectau archeolegol ers dros 30 mlynedd.**

Am y ddau ddegawd diwethaf mae wedi bod yn rhedeg Landsker Archaeology, busnes archeolegol bychan wedi'i leoli ar y ffin rhwng Sir Gaerfyrddin a Sir Benfro. Yn ystod y cyfnod hwnnw maen nhw wedi datblygu marchnad arbenigol sy'n gweithio'n rhyngwladol yn Nwyrain Ewrop, y Cawcasws a rhannau o Affrica, gan weithio'n bennaf ar arolygon archeolegol cyn adeiladu piblinellau, yn bennaf ar gyfer cwmnïau olew a nwy. Fodd bynnag, mae hyn i gyd wedi dirwyn i ben dros y 18 mis diwethaf oherwydd pandemig COVID-19.

Nawr mae'n edrych i'r dyfodol ac yn gweld sut y gall technoleg newydd lywio ei fusnes wrth symud ymlaen.



### Hanes yr hen fyd yn cwrdd â thechnoleg fodern

"Cefais fy nghyflwyno i'r cwrs Cynhyrchu Cyfryngau Uwch am y tro cyntaf mewn cynhadledd yn Aberystwyth, ond feddyliais i ddim mwy amdano ar y pryd. Fodd bynnag, mae COVID wedi newid popeth ac oherwydd bod ein busnes yn addasu, a'r angen i ehangu sgiliau'r cwmni, mae angen i ni fanteisio ar y technegau newydd sydd ar gael.

"Un o'r technegau newydd mwy gweladwy rydym ni'n ei defnyddio yw dronau i dynnu lluniau nodweddion. Mae hwn yn offeryn gwyb, ond mae pob hediad 30 munud yn cynhyrchu 250 ffotograff arall y mae angen gweithio amyn nhw, eu didoli a'u storio. Mae cael gwell dealltwriaeth o sut maen nhw'n cael eu gwneud yn rhoi gwell siawns i mi dynnu lluniau da a'u trin a'u storio wedyn.

"Roedd y cwrs Cynhyrchu Cyfryngau Uwch wedi'i strwythuro'n dda, ac yn darparu ar gyfer anghenion y bobl sy'n cymryd rhan ynddo. Mae gallu dewis y modiwlau sydd fwyaf priodol, neu hyd yn oed gymryd un i wella maes lle mae gwybodaeth bersonol yn brin yn fantais fawr.

"Hyd yn hyn rydw i wedi dilyn modiwlau technegol, ond rwy'n edrych ymlaen at rai o'r elfennau sy'n fwy seiliedig ar ffilm. Fy modiwl cyntaf oedd Graffeg Gymhwysol a roddodd lawer o fanylion i mi ar sut mae ffeiliau delwedd yn cael eu creu a sut i ddefnyddio Blender, set offer meddalwedd graffeg gyfrifiadurol 3D ffynhonnell agored am ddim lle crëom ni ddelweddau 3D. Y modiwl nesaf oedd Rhaglennu a byddaf yn cychwyn ar fy nhrydydd modiwl, Datblygu Gwe, cyn bo hir.

"Mae popeth ar y cwrs yn cael ei gynnal o bell, sy'n gweithio'n dda ac yn caniatáu i mi barhau i weithio gartref ar yr un pryd â dilyn y cwrs. Gallaf weld llawer o fanteision a phosibiliadau o ddefnyddio'r technegau hyn, cyn belled ag y gallaf lwyddo i ddeall rhai o'r pynciau! Fy mhroblem i yw hon, nid un y darlithwyr, maen nhw yno bob amser ar ddiwedd e-bost neu sesiwn Teams i helpu gyda phroblemau.

"Mae fy ngolygon i ar gwblhau'r cwrs llawn a gwneud fy nhraethawd hir. Bydd hyn o fudd i'r busnes a gobeithio'n dod â ffrydiau referniw newydd i mewn gan ystod ehangach o gleientiaid.

"Byddwn yn argymhell y cwrs i unrhyw un sydd angen diweddaru eu sgiliau ar agweddau penodol sy'n effeithio ar eu gwaith. Y dyddiau hyn mae'n bosibl dysgu unrhyw beth dros y rhyngwryd, ond gall llawer o'r ffynonellau hynny fod yn amheus o ran ansawdd a chymhwysedd. **Mae manteision sylweddol o fod yn gysylltiedig â'r brifysgol a chael y ddisgyblaeth o gwblhau tasgau sy'n cael eu hasesu gan eraill.**"

[amp.aber.ac.uk](http://amp.aber.ac.uk)

Oedran 50+





## CASE STUDY

### David Maynard



As founder and owner of an archaeological consultancy supplying services to a wide range of clients, both in Wales and internationally, David has worked on archaeological projects for over 30 years.

For the past two decades he has run Landsker Archaeology, a small archaeological business based on the Carmarthenshire and Pembrokeshire border. During that time they have built up a niche market working internationally in Eastern Europe, the Caucasus and parts of Africa, working mainly on archaeological surveys before pipeline construction, mostly for oil and gas companies. However, this has all rather ground to a halt over the last 18 months due to the COVID-19 pandemic.

Now he's looking to the future and seeing how new technology can shape his business going forward.



Applied Graphics

## Ancient history meets modern technology

"I was first introduced to the Advanced Media Production course at a conference in Aberystwyth, but didn't think more of it at the time. However, COVID has changed everything and due to our business adapting and the need to broaden the skills base of the company, we need to take advantage of new techniques available.

"One of the more visible new techniques we use are drones to photograph features. This is a great tool, but every 30 minute flight generates another 250 photographs that need to be worked on, sorted and stored. Having a better understanding of how they are made gives me a better chance of taking good photos and to manipulate and store them afterwards.

"I found the AMP course to be well structured, and provides for the needs of the people taking part in it. Being able to select the modules that are most appropriate, or even just take one to improve an area where personal knowledge is lacking is a big advantage.

"So far I have followed 'techie' modules, but I look forward to some of the more film based elements. My first module was Applied Graphics that gave me a lot of detail on how image files are created and how to use Blender, a free and open-source 3D computer graphics software toolset where we made 3D images. The next module was Programming and I will soon start on my third module, Web Development.

"Everything on the course is conducted remotely, which works well and allows me to carry on working from home at the same time as following the course. I can see many advantages and possibilities of using these techniques, as long as I can get over comprehending some of the subject matter! This is my problem, not the lecturers, they are always there at the end of an email or Teams session to help out with issues.

"For me, I have my sights on completing the full course and doing my dissertation. This will be a benefit to the business and hopefully bring in new revenue streams from a wider range of clients.

"I'd recommend the course to anyone who needs to update their skills on particular aspects that affect their work. These days it's possible to learn anything over the internet, but many of those sources may be questionable in quality and applicability. **There are significant benefits from being associated with the university and having the discipline of completing tasks that are assessed by others."**

[amp.aber.ac.uk](http://amp.aber.ac.uk)

Age 50+



## ASTUDIAETH ACHOS

Hannah  
Roberts



Fel un o weithwyr cwmni adrodd straeon digidol Cymru, Breaking Barriers Community Arts yng nghymoedd y de, mae'r Swyddog Cyfryngau Digidol, Hannah, yn naturiol yn hoff o'r celfyddydau, diwylliant ac yn y bôn unrhyw beth sy'n gwneud sŵn.

Gyda chefnidir mewn gwirfoddoli ar gyfer ei gorsaf radio leol a datblygu podlediadau, roedd yn ddilyniant naturiol i Hannah symud i fydd digidol y cyfryngau.



## Hel straeon yn yr oes ddigidol

A hithau'n cefnogi datblygiad proffesiynol yn frwd, bachodd ar y cyfle i ddatblygu ei gyrfa a chofrestrodd ar y cwrs Cynhyrchu Cyfryngau Uwch ym Mhrifysgol Aberystwyth.

"Gan fy mod wedi graddio o Brifysgol Aberystwyth, rwy'n derbyn ac yn darllen newyddion cyn-fyfyrwyr yn rheolaidd, ac wrth weld manylion y cwrs Cynhyrchu Cyfryngau Uwch newydd roeddwn yn gwybod ar unwaith mai dyma'r trywydd roeddwn i eisio ei ddilyn. Fe wnes i drafod gyda fy nghyflogwyr ac mae'r gweddill yn hanes.

"Yn rhyfeddol, rydw i wedi bod yn brysur iawn trwy gydol pandemig COVID-19, yn gweithio gartref i gleientiaid, ac yn addasu o analog i ddigidol. Gallwn ni wir weld yr oes ddigidol yn dod i fri nawr. Roedd y dechnoleg yno erioed a hon oedd yr ymdrech olaf i bawb ei defnyddio.

"Mae gallu gwneud y cwrs yn llawn amser gartref wedi bod yn fendith. Gallwch chi ei ffitio o gwmpas eich diwrnod gwaith, ac mae'n wych peidio â gorfod gweithio i amserlen prifysgol. Gallwch wyllo darlithoedd ar unrhyw adeg o'r dydd yng nghysur eich cartref!

"Mae'r gefnogaeth wedi bod yn rhagorol, mae rhywun ar gael i sgwrsio bob amser, a gallwch anfon e-bost a chael ymateb yn ôl yn syth.

"Mae'r cwrs yn helpu fy ngwaith bob dydd yn fawr. Mae gen i lwyddiant blaenorol o gynhyrchu straeon digidol effeithiol yn barod, yn ogystal â golygu fideo a sain, ond nawr rydw i'n ennill cymwysterau go iawn yn fy maes. Rwy'n bwriadu cwblhau'r chwe modiwl i ennill diploma ac yna cwblhau'r traethawd hir ar y diwedd ar gyfer fy ngradd Meistr.

"Ar lefel bersonol rwy'n gobeithio y bydd yn helpu gyda dilyniant fy swydd ac i symud fy ngyrfa yn ei blaen.

"Byddwn yn argymhell y cwrs hwn yn fawr i unrhyw un. Rwy'n ceisio perswadio fy ffrind sy'n gweithio ar ochr arall y byd digidol ym maes gemau cyfrifiadurol a ffyrddio byw. **Rwy'n credu y dylai unrhyw un roi cynnig arni, ac mae cael y cyfan am ddim yn fonws enfawr!**"

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Menywod yn y Diwydiant / STEM (Cyfrifiadurol) / Deddf Llesiant Cenedlaethau'r Dyfodol



Cynhyrchu  
Cyfryngau Uwch  
Advanced Media  
Production





**Hannah Roberts**



**As an employee of Welsh digital storytelling company Breaking Barriers Community Arts in the South Wales valleys, Digital Media Officer Hannah is naturally a lover of the arts, culture and basically anything that makes a sound.**

With a background in volunteering for her local radio station and developing podcasts, it was a natural progression for Hannah moving into the digital world of media.



Introduction to Media Production

## Storytelling in the digital age

A strong advocate for professional development, she jumped at the chance to further her career and signed up to the Advanced Media Production course at Aberystwyth University.

**“Being an Aberystwyth University graduate, I regularly receive and read my alumni news, and on seeing the details of the new Advanced Media Production course I knew instantly this was the direction I wanted to take. I discussed it with my employers and the rest is history.**

**“Surprisingly I have been really busy throughout the COVID-19 pandemic, working at home for clients, and adapting from analogue to digital. We can really see the digital era coming into its own now. The technology was always there and this was the final push for everyone to come on board.**

**“Being able to do the course full-time at home has been a blessing. You can fit in it around your work day, and it’s great not having to work to a university timetable. You can watch lectures at any time of the day in the comfort of your own home!**

**“The support has been excellent, there is always someone available to chat, and you can send an email and get a response straight back.**

**“The course is helping my daily work significantly. I already have a proven track record in producing effective digital stories, as well as executing video and audio editing, but now I’m gaining real qualifications in my field. I plan to complete the six modules to gain a diploma and then complete the dissertation at the end for my Masters degree.**

**“On a personal level I’m hoping it will help with my job progression and to move my career forward.**

**“I would highly recommend this course to anyone. I’m trying to persuade my friend who works in the opposite side of the digital world in gaming and live streaming. I think anyone should try it out, and to get it all for free is a huge bonus!”**

[amp.aber.ac.uk](http://amp.aber.ac.uk)

Women in Industry / STEM (Computer Science) / Well-being of Future Generations



Introduction to Media Production



Programming for Digital Media



Applied Graphics



Web Development



Digital Culture



Big Data



Advanced Skills in Media Production



Gender and Media Production



Extended Reality



Research Concepts and Skills



Dissertation



**Cynhyrchu  
Cyfryngau Uwch  
Advanced Media  
Production**



1872 PRIFYSGOL  
**ABERYSTWYTH**  
UNIVERSITY



**Cronfa Gymdeithasol Ewrop  
European Social Fund**



## ASTUDIAETH ACHOS

### Jaya Mukhopadhyay



**Yn wreiddiol o India, symudodd Jaya Mukhopadhyay a'i gŵr i Aberystwyth o Loegr dros 10 mlynedd yn ôl.** Roedd hi wedi bod yn gweithio yn y Ganolfan Gelfyddydau leol ers pedair blynedd pan welodd hysbyseb ar gyfer y cwrs. Yn awyddus i ddarganfod mwy, siaradodd â rheolwyr y cwrs a phenderfynu cofrestru.



Diwyllianau  
Digidol

## Croesi'r ffiniau digidol

Wrth egluro'r hyn oedd yn apelio ati am y cwrs, dywedodd Jaya, "Roedd gen i ddiddordeb mewn ffilmiau a rhaglenni teledu ond doeddwn i ddim yn gwybod am y sgiliau technegol sy'n creu'r manylder ynddyn nhw. Rwy'n mwynhau gwylio rhaglenni dogfen sy'n cael eu cynhyrchu gan Al Jazeera, BBC a CNN a dod i adnabod pobl eraill a'u diwylliant."

"Felly penderfynais fy mod eisiau gwella fy sgiliau a gwrthio fy hun i wneud rhywbeth gwahanol. Roedd y ffaith bod y cwrs yn rhad ac am ddim yn naturiol yn apelio, ond gan ei fod hefyd ar-lein mae'n hawdd ei ffitio o gwmpas fy mywyd bob dydd. Gellir amserlennu'r astudiaethau o gwmpas gwaith, neu ar benwythnosau, a gallwn ei wneud ar fy nghyflymder fy hun."

"Mae'r modiwl olaf, Diwylliant Digidol wedi bod yn wych, gan fy mod yn awyddus i wella fy sgiliau digidol ac rydw i wedi dysgu cymaint. Erbyn hyn, rwy'n gwybod cymaint mwy am ein hól troed digidol a sut i farchnata cynhyrchion a gwasanaethau ar-lein ac ar gyfryngau cymdeithasol, ac yn greadigol trwy fideo."

Oherwydd y pandemig COVID-19, mae Canolfan y Celfyddydau wedi bod ar gau, ond gyda chyfyngiadau bellach yn cael eu llacio, mae pobl yn dechrau dychwelyd.

Mae ei sgiliau newydd wedi ysbrydoli Jaya i wneud ei fideo marchnata ei hun ar gyfer y Ganolfan y mae wedi'i rhannu gyda'i Rheolwr Marchnata.

"Yn y dyfodol hoffwn i wneud mwy o fideos sy'n arddangos gwasanaethau gwyb Canolfan y Celfyddydau. Mae cymaint ar gael yma - yr her yw dangos y cyfan ond rwy'n gobeithio y gallaf ddefnyddio fy sgiliau yn ymarferol."

"Byddwn i'n argymhell y cwrs hwn yn fawr i unrhyw un o fy ffrindiau, mae wedi rhoi cymaint o sbardun i mi ac mae cael bod yn greadigol wedi bod yn wych. **Os oes gennych chi ddiddordeb - ewch amdani!**"



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Ymfudwr o'r tu allan i'r UE; BAME; Merched mewn STEM



Cyhyrdd i  
Cynhyrchu Cyfryngau



Rhaglenni a'r gyfer  
Cyfryngau Digidol



Grafio  
Gymhwysol



Darlithu  
Gwybodaeth



Diwyllianau  
Digidol



Data Mawr



Sgiliau Cynhyrchu  
Cyfryngau Uwch



Rhywedd a  
Chynhyrchu Cyfryngau



Rheoli  
Ymstrwyngol



Cynhyrchu a Sgiliau  
Ymstrwyngol



Trafferdd  
Enghreifftig



**Cynhyrchu  
Cyfryngau Uwch**  
Advanced Media  
Production



## CASE STUDY

### Jaya Mukhopadhyay



Originally from India, Jaya Mukhopadhyay and her husband moved to Aberystwyth from England over 10 years ago. For the past four years she has been working at the local Arts Centre when she saw an advert for the Advanced Media Production courses. Eager to find out more she spoke to the course managers and decided to enrol.



## Crossing the digital divide

Explaining what appealed to her about the course Jaya said, “I had an interest in film and television programmes but never knew the technical skills that go behind making them in detail. I enjoy watching documentaries made by Al Jazeera, BBC and CNN, and getting to know other people and their culture.

“So I decided I wanted to improve my skills and push myself to do something different. The fact that the course is free naturally appealed, but as it’s also online it is easy to fit around my daily life. The studies can be scheduled around work, or on weekends, and I could do it at my own pace.

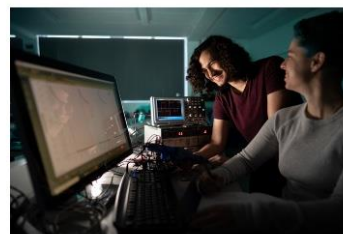
“The last module, Digital Culture has been great, as I was keen to improve my digital skills and I have learnt so much. I now know so much more about our digital footprint and how to market products and services online and on social media, and creatively through video.”

Due to the COVID-19 pandemic the Arts Centre has naturally been closed but with restrictions now easing people are making a return.

Her new found skills has inspired Jaya to make her own marketing video for the Centre which she has shared with her Marketing Manager.

“Going forward I want to make more videos promoting the Arts Centre’s great services. There is so much here on offer - the challenge is showcasing it all but I hope my skills can be put to a practical use.

“I would highly recommend this course to any of my friends and colleagues in the creative industries, it has given me such motivation and I have loved being creative. If you’re interested – go for it!”



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Non EU migrant; BAME; Women in STEM





## ASTUDIAETH ACHOS

**Julie  
McNicholls Vale**



Mae'r dirprwy olygydd newyddion ac awdur nodwedd, Julie McNicholls Vale wedi bod yn gweithio ym maes newyddiaduraeth darlledu a'r wasg ers bron i 20 mlynedd. Ar ôl graddio o Brifysgol Aberystwyth gyda gradd baglor mewn Saesneg a Drama ac yna cwblhau diploma ôl-raddedig mewn Newyddiaduraeth Ddarlledu, aeth ymlaen i ymuno ag ystafell newyddion fywiog y Cambrian News yn Aberystwyth tra hefyd yn cyflwyno ar Radio Ceredigion.

Roedd dewis y cwrs Cynhyrchu Cyfryngau Uwch yn ddilyniant gyrfa naturiol i Julie. Gan ei bod am ennill mwy o sgiliau cyfryngau digidol fel cynhyrchu fideos, datblygu gwefannau a marchnata cyfryngau cymdeithasol, bachodd Julie ar y cyfle i gofrestru pan sicrhodd Prifysgol Aberystwyth fwy o gyllid i fyfyrwyr.



## Tyrchu i faes rhywedd yn y cyfryngau

Mae Julie yn treiddio'n ddyfnach i fodiwlau sy'n procio'r meddwl ac yn ystyried y byd digidol rydyn ni'n byw ynddo heddiw ac yn ymchwilio i'r cynnwys rydyn ni'n ei greu a pham. Ei hoff fodiwl hyd yn hyn yw Rhywedd a Chyfringau gyda Dr Laura Stephenson.

"Mae cymysgedd gwych o ddarnau i gamera, dyfyniadau academaidd a chlipiau o raglenni teledu, hysbysebion a fideos YouTube wedi dod â'r modiwl hwn yn fyw, gan roi'r cefndir perffaith i'r pwnc a fy ysbrydoli i ddarllen ac ymchwilio i'r pwnc.

"Yn ogystal â'r darlithoedd sy'n cael eu recordio ymlaen llaw, mae Dr Stephenson hefyd wedi tanio ein dychymyg a'n meddyliau gyda rhestrau darllen, Wikis, blogiau, fforymau trafod a chwisiau rheolaidd. Profodd rhain i fod yn ffordd hwyliog, anffurfiol o fesur ein dealltwriaeth o'r deunydd trwy gydol y modiwl.

"Gallai dysgu o bell trwy ddarlithoedd wedi'u recordio ymlaen llaw fod wedi bod yn brofiad eithaf unig ac ynysig ond mae Dr Stephenson wedi gwneud yn siŵr bod y myfyrwyr sy'n astudio ei modiwlau wedi gallu cwrdd â'i gilydd yn rhithiol trwy sesiynau grŵp ar-lein.

"Mae Dr Stephenson hefyd wedi gwneud ei hun ar gael ar gyfer sesiynau un-i-un pan rydw i wedi bod eisiau trafod syniadau ar gyfer aseiniadau, ac ar gyfer y nifer fawr o weithiau pan oedd angen rhywfaint o sicrwydd arnaf y gallwn gwblhau'r cwrs hwn ochr yn ochr â swydd lawn amser, a magu fy merch bump oed.

"Roeddwn i hefyd yn bryderus na fyddai deunydd y cwrs yn berthnasol i'm swydd ond roeddwn i'n anghywir, ac mae'r modiwl Rhywedd a'r Cyfryngau yn arbennig wedi rhagori ar fy nisgwyladau yn hyn o beth. Diolch i wybodaeth anhygoel Dr Stephenson o'r pwnc, a'i gallu i addysgu hyn i ni, rydw i wedi meddwl llawer am rywedd, yn y gweithle ac yn y cynnwys rydyn ni'n ei gynhyrchu yn y gwaith.

"Mae trafodaethau a hwylyswyd gan Dr Stephenson gyda chyd-fyfyrwyr wedi arwain at drafodaethau bywiog, diddorol ac ysgogol sydd wedi fy ngalluogi i weld y byd, a gwleidyddiaeth rhywedd, trwy lygaid pobl eraill. Rydyn ni hefyd wedi edrych ar hil, oedran, rhywioldeb, anabledd a mwy ac mae hyn, unwaith eto, wedi gwneud i mi feddwl yn ddwys am y materion y gallai fy nghydweithwyr a'n darllenwyr fod yn eu hwynebu.

"Yr hyn oedd orau gen i am y modiwl oedd y cymysgedd o aseiniadau. Y cyntaf oedd traethawd beirniadol ar wleidyddiaeth rhywedd mewn diwydiant a chynrychiolaeth rhywedd yn y cyfryngau. Roedd yr ail aseiniad yn ein herio i wneud gwahaniaeth cadarnhaol yn y gwaith trwy greu Cod Ymddygiad gan ddefnyddio cyfraith hawliau dynol a chanllawiau moesegol y DU i gefnogi gweithleoedd amrywiol a diogel yn well. Am ymarfer grymusol, ac am fodiwl diddorol, perthnasol, ysbrydoledig ac, yn fy marn i, hynod bwysig."

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Merched mewn Diwydiant



## CASE STUDY

### Julie McNicholls Vale



Deputy news editor and feature writer, Julie McNicholls Vale has worked in broadcast and press journalism for nearly 20 years. Graduating from Aberystwyth University with a bachelor's degree in English and Drama and then completing a postgraduate diploma in Broadcast Journalism, she went on to join a buzzing newsroom at the Cambrian News in Aberystwyth while also presenting on Radio Ceredigion.

Choosing the Advanced Media Production course was a natural career progression for Julie. Wanting to gain more digital media skills such as video production, website development and social media marketing, Julie jumped at the chance to enrol when Aberystwyth University secured more funding for students.



## Delving into the world of gender in the media

Julie is delving deeper into thought-provoking modules and debating the digital world we live in today while investigating the content we create and why. Her favourite module, however, has been Dr Laura Stephenson's Gender and Media.

"This module is a fantastic mix of pieces to camera, academic quotes and clips from TV programmes, adverts and YouTube videos bringing this module to life, providing the perfect background to the subject matter and inspiring me to undertake my own reading and research around the subject.

"As well as the pre-recorded lectures, Dr Stephenson has also sparked our imaginations and our minds with reading lists, Wikis, blogs, discussion forums and regular quizzes. These proved to be a fun, informal way of gauging our understanding of the material throughout the module.

"Distance learning via pre-recorded lectures could have been quite a lonely and isolating experience but Dr Stephenson has made sure that the students studying her modules have been able to virtually meet each other via online group sessions.

"Dr Stephenson has also made herself available for one-to-one sessions when I have wanted to discuss ideas for assignments, and for the many, many times when I have needed some reassurance that I can complete this course alongside a full-time job and raising my five-year-old daughter.

"I was also concerned that the course material would not be relevant to my employment but I was wrong and the Gender and Media module in particular has exceeded my expectations in this regard. Thanks to Dr Stephenson's incredible knowledge of this subject, and her ability to teach this to us, I have thought a lot about gender, both in the workplace and in the content we produce at work.

"Discussions facilitated by Dr Stephenson with fellow students have led to lively, interesting and thought-provoking debates that have allowed me to see the world, and gender politics, through other people's eyes. We have also looked at race, age, sexuality, disability and more and this, once again, has made me think deeply about the issues that my colleagues and our readers could possibly be facing.

"What I loved most about this module was the mix of assignments. The first was a critical essay on gender politics in industry and the representation of gender in media. The second assignment challenged us to make a positive difference at work by producing a Code of Conduct using human rights law and UK ethical guidelines to better support diverse and safe workplaces.

**What an empowering exercise, and what an interesting, relevant, inspiring and, I believe, incredibly important module."**

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Women in Industry





## ASTUDIAETH ACHOS

Siwan  
Dafydd



**Fel Pennaeth Cyfryngau Cymdeithasol ac Addysg a Chydlynnydd Corfforaethol yn Telesgop, cwmni cynhyrchu cyfryngau sydd wedi'i leoli yn Abertawe, mae Siwan Dafydd yn brysur iawn yn cynhyrchu amrywiaeth o raglenni radio a theledu.**

Ar ôl graddio o Brifysgol Birmingham gyda gradd hanes, bu Siwan, sy'n wreiddiol o Landeilo, yn intern graddedig i Gomisiynydd Plant Cymru cyn ymuno â Telesgop yn 2019, ar ôl gweithio fel rhedwr iddyn nhw bob haf yn y Sioe Frenhinol ers 2014.

Rhaglennu ar gyfer  
Cyfryngau Digidol

## O astudio'r gorffennol i edrych i'r dyfodol

Byddai swydd ddyddiol yn ddigon i'r mwyafrif o bobl, ond yn ei hamser hamdden mae Siwan hefyd yn gwirfoddoli i'r Urdd - hi oedd y llywydd o 2016-17. Mae hi bellach yn un o ymddiriedolwyr y sefydliad ieuencid sy'n cael ei arwain gan ei aelodau. Mae hi hefyd wrth ei bodd gyda cherddoriaeth - yn aelod o dri côr, ac yn perfformio fel rhan o Driawd Myrddin.

Mae Siwan bob amser yn awyddus i wella a datblygu ei sgiliau, felly roedd y cwrs Cynhyrchu Cyfryngau Uwch yn ddeniadol iawn iddi.

“Yn ystod pandemig COVID-19 rydw i, ynghyd â chymaint o bobl eraill, wedi bod yn gweithio gartref, ac arafodd fy mywyd cymdeithasol yn sylweddol gan roi amser i mi ystyried posibiliadau eraill. Pan glywais am y cwrs Cynhyrchu Cyfryngau Uwch, roeddwn i'n meddwl ei fod yn gyfle gwych i uwchsgilio a datblygu sgiliau ffilmio a chynhyrchu newydd.

“Rydw i wedi gallu gweithio o gwmpas fy swydd bob dydd, a gan na allaf ddysgu yn y gwaith gan fy nghydweithwyr a chyfoedion oherwydd y cyfyngiadau sydd wedi bod ar waith, mae hon wedi bod yn ffordd wych o ddysgu.

“Mewn byd delfrydol byddai wedi bod yn wych cwrdd â chyd-fyfyrwyr ar y cwrs ond mae'r seminarau rhithwir a'r darlithoedd wedi bod llawn cystal. Mae hefyd wedi bod yn ddefnyddiol iawn peidio â chael fy rheoli gan amserlen, mae'r cwrs wedi bod yn hyblyg iawn gan fy mod wedi gallu gweithio o gwmpas swydd brysur, iawn amser.

“Fel Cymraes Gymraeg roedd yn wych gallu astudio mwyafrif y modiwlau trwy gyfrwng y Gymraeg - hyd yn hyn rydw i wedi cwblhau pedwar modiwl ac mae gen i ddau ar ôl. Y bwriad yw astudio dau bob tymor er mwyn i mi allu eu cwblhau i gyd o fewn y flwyddyn. Yna, rwy'n gobeithio ysgrifennu fy nhraethawd hir yn yr hydref a gorffen y cwrs gyda gradd Meistr.

“Rwy'n gobeithio defnyddio fy nhraethawd hir i ymchwilio sut mae pobl ifanc yn defnyddio llwyfannau digidol i wyllo a rhannu rhaglenni Cymraeg, y gallaf wedyn ei rannu o fewn Telesgop ac S4C gyda'r nod o lywio cynrychiadau cyfryngau Cymraeg yn y dyfodol.

“Byddwn i'n bendant yn argymhell y cwrs hwn. Yn bersonol, rydw i wedi ennill sgiliau cynhyrchu a camera rhagorol, ac wedi datblygu sgiliau eraill roeddwn i, cyn hyn, yn anghyfarwydd â nhw. **Os oes gennych chi ddiddordeb mewn cynhyrchu cyfryngau ac yn awyddus i ddysgu mwy, edrychwch ar y cyrsiau hyn – wnewch chi ddim difaru.”**

Menywod yn y Diwydiant – STEM (Cyfrifiadureg); Y Gymraeg; Deddf Llesiant Cenedlaethau'r Dyfodol

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Cynhyrchu  
Cyfryngau Uwch  
Advanced Media  
Production

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## CASE STUDY

### Siwan Dafydd



As Head of Social Media and Education and Corporate Co-ordinator at Telesgop, a media production company based in Swansea, Siwan Dafydd has her hands full producing a variety of radio and television programmes.

After graduating from Birmingham University with a history degree, Siwan, originally from Llandeilo was a graduate intern for the Children's Commissioner for Wales before joining Telesgop in 2019, having already been a runner for them every summer at the Royal Welsh since 2014.

Programming for  
Digital Media

## History graduate looks to the future

The day job would be enough for most people, but in her spare time she also volunteers for the Urdd having been its president from 2016-17, and is now a trustee of the member-led youth organisation. She also has a passion for music and is a member of no less than three choirs and performs as part of a trio, Triawd Myrddin.

Always eager to improve and build on her skills, the Advanced Media Production course was very attractive for Siwan.

"During the COVID-19 pandemic I, along with so many others, have been working from home, and my social life slowed considerably giving me time to consider other possibilities. When I heard about the AMP course I thought it was a great opportunity to upskill and develop new filming and production skills.

"I have been able to work around my day job, and as I can't learn on the job from my colleagues and peers due to the restrictions which have been in place, this has been a great way to learn.

"In an ideal world it would have been great to meet fellow students on the course but the virtual seminars and lectures have been just as good. It has also been very helpful not being governed by a timetable, the course has been very flexible being able to work around a full time, busy job.

"As a first language Welsh speaker it was great to be able to study the majority of the modules through the medium of Welsh – so far I have completed four modules and have two left. I set out to study two per term so that I can complete them all within the year. I am then hoping to do my dissertation in the autumn and finish the course with a Masters degree.

"I hope to use my dissertation to research how young people use digital platforms to watch and share Welsh language programmes which I can then disseminate within Telesgop and S4C with the aim of informing Welsh language media production in the future.

"I would not hesitate in recommending this course. For me, personally, I have gained some excellent producing and camera skills, and developed other skills I was, until now, unfamiliar with. **If you have an interest in media production and keen to learn more, please have a look at these courses – you won't regret it.**"

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Women in Industry / STEM (Computer Science) / Welsh / Well-being of Future Generations

