



**University of Brighton**

**PROGRAMME SPECIFICATION**

**Final**

**PART 1: COURSE SUMMARY INFORMATION**

<b>Course summary</b>		
Final award	BA (Hons) Media Studies	
Intermediate award	BA Media Studies Dip HE Media Studies Cert HE Media Studies	
Course status	Validated	
Awarding body	University of Brighton	
School	Media	
Location of study/ campus	Moulescoomb	
<b>Partner institution(s)</b>		
<i>Name of institution</i>	<i>Host department</i>	<i>Course status</i>
1. N/A		SELECT
2.		
3.		
<b>Admissions</b>		
Admissions agency	UCAS	

## Entry requirements

*Include any progression opportunities into the course.*

*Check the University's website for current entry requirements.*

### **A-levels or BTEC**

Entry requirements are in the range of A-level BBC–CCC (112–96 UCAS Tariff points), or BTEC Extended Diploma DMM–MMM. Our conditional offers typically fall within this range.

We will generally make you an offer if your predicted grades are at the top of this range. If your predicted grades are towards the lower end of this range we may still make you an offer if you have a good GCSE (or equivalent) profile or relevant non-academic achievements.

### **International Baccalaureate**

28 points.

### **Access to HE Diploma**

Pass with 60 credits overall. At least 45 credits at level 3, with 24 credits at merit or above.

### **GCSE (minimum grade C or grade 4)**

At least English language and maths.

### **Foundation degree/HND/HNC**

may enable you to start the course in year 2.

### **Studied before or got relevant experience?**

A qualification, HE credits or relevant experience may count towards your course at Brighton, and could mean that you do not have to take some elements of the course or can start in year 2 or 3.

### **For non-native speakers of English**

IELTS 6.5 overall, with 6.0 in writing and a minimum of 5.5 in the other elements.

Whilst typically Media students come from arts, humanities and social science backgrounds, we welcome applicants from all backgrounds. Those applicants whose background does not meet these requirements, but can demonstrate through work experience that they are suitable for the course are still encouraged to apply and will be considered on an individual basis.

The admission policy for the course abides with Equality Act 2010 and assessment of the student's needs will be made. An evaluation of required adjustments will be made in order to the student to be able to undertake the course. Applicants with disability will have the opportunity of an interview with a student disability officer to ensure that their needs can be reasonably met.

Each applicant is considered on their individual merits based on the rigorous selection procedure.

Start date (mmm-yy)	Sep-18		
<b>Mode of study</b>			
<b>Mode of study</b>	<b>Duration of study (standard)</b>	<b>Maximum registration period</b>	
Full-time	3 years	8 years	
Part-time	Not offered	Not offered	
Sandwich	Select not offered	Select n/a	
Distance	Select not offered	Select n/a	
<b>Course codes/categories</b>			
UCAS code	P300		
<b>Contacts</b>			
Course Leader (or Course Development Leader)	Dr Theodore Koulouris		
Admissions Tutor	Iestyn George		
<b>Examination and Assessment</b>			
<b>External Examiner(s)</b>	<b>Name</b>	<b>Place of work</b>	<b>Date tenure expires</b>
	Professor Julian McDougall	Bournemouth University	Aug 2020
	Dr Julian Matthews	University of Leicester	Aug 2020
<b>Examination Board(s) (AEB/CEB)</b>	Academic Programme in Media and Creative Industries (AEB/CEB)		
<b>Approval and review</b>			
	<b>Approval date</b>	<b>Review date</b>	
Validation	July 2008 <sup>1</sup>	Feb 2018 <sup>2</sup>	
Programme Specification	July 2017 <sup>3</sup>	2018	
Professional, Statutory and Regulatory Body 1 (if applicable):	N/A	4	
Professional, Statutory and Regulatory Body 2 (if applicable):	N/A		

<sup>1</sup> Date of original validation.

<sup>2</sup> Date of most recent periodic review (normally academic year of validation + 5 years).

<sup>3</sup> Month and year this version of the programme specification was approved (normally September).

<sup>4</sup> Date of most recent review by accrediting/ approving external body.

Professional, Statutory and Regulatory Body 3 (if applicable):	N/A	
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## PART 2: COURSE DETAILS

### AIMS AND LEARNING OUTCOMES

#### Aims

The aims of the course are to:

**A1** Locate the media in its cultural, economic and socio-political contexts.

**A2** Equip students with the ability to critically evaluate and to synthesize a range of theoretical approaches and practices found within media studies and to apply these to a range of contexts.

**A3** Enable students to pursue a professional career in a range of media and media-related industries.

#### Learning outcomes

The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate<sup>5</sup>.

	<b>By the end of the course, students will be able to:</b>
<b>Knowledge and theory</b> e.g. demonstrate knowledge of, be aware of, have an understanding of	<p><b>[LO 1]</b> The ability to understand and critically analyse the theory and practice of a variety of media to include form, content, distribution and consumption.</p> <p><b>[LO 2]</b> The ability to critically evaluate and synthesize a range of theoretical approaches found within media studies and to apply these in a range of contexts.</p> <p><b>[LO 3]</b> The ability to contribute to the development of media products, services and industries.</p>
<b>Skills</b> Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/practical skills.	<p><b>Intellectual skills</b></p> <p><b>[LO 4]</b> Critical understanding of a variety of processes and techniques of media production and an insight into their practical application.</p> <p><b>[LO 5]</b> The ability to evaluate and apply theories surrounding the use of media in social and cultural contexts.</p> <p><b>[LO 6]</b> A critical awareness of the socio-political, cultural, economic and technological contexts within which media services and industries operate in a creative and globalized economy.</p> <p><b>[LO 7]</b> The ability to select and apply appropriate methods for research.</p> <p><b>Professional/practical skills</b></p> <p><b>[LO 8]</b> The ability, through industry placement, to contextualize theory with practice and have a deeper understanding of the relevance of their study to media industries.</p>

<sup>5</sup> Please refer to *Course Development and Review Handbook* or QAA website for details.

	<p><b>[LO 9]</b> The ability to participate and contribute as professionals in a media environment.</p> <p><b>Generic/transferable skills</b></p> <p><b>[LO 10]</b> Organizing and presenting arguments, orally and in writing.</p> <p><b>[LO 11]</b> Develop learning capacities through active participation in seminars, group work and the production of increasingly rigorous written work.</p> <p><b>[LO 12]</b> Critically evaluating and reflecting on their own work and the work of others.</p>
QAA subject benchmark statement (where applicable) <sup>6</sup>	<p>QAA Subject Benchmark Statement: Communication, Media, Film and Cultural Studies (2016)</p> <p><a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-Communication-Media-Film-and-Cultural-Studies-16.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-Communication-Media-Film-and-Cultural-Studies-16.pdf</a></p>

<b>PROFESSIONAL, STATUTORY AND REGULATORY BODIES (where applicable)</b>
Where a course is accredited by a PSRB, full details of how the course meets external requirements, and what students are required to undertake, are included.
N/A

<b>LEARNING AND TEACHING</b>
<p><b>Learning and teaching methods</b></p> <p>This section sets out the primary learning and teaching methods, including total learning hours and any specific requirements in terms of practical/ clinical-based learning. The indicative list of learning and teaching methods includes information on the proportion of the course delivered by each method and details where a particular method relates to a particular element of the course.</p>
<p>The overall strategy for learning and teaching adheres to the University of Brighton Learning and Teaching strategy and embeds the key principles outlined in the University’s commitment to fostering practical wisdom, employability, sustainability and inclusivity. Media courses by their very nature combine the wisdom of both practice and theory and our ethos here is on the skills of applied media theory – whether this is using critical concepts in the creation of a media text or practically deconstructing one and everything in between, our curricula are designed accordingly. The curriculum used in this course is grounded in student-centred learning, is delivered through teaching and learning approaches that develop sustainability, utilises blended learning, inquiry and research-led learning, and encourage reflection and critical thinking across the whole programme. These are achieved through:</p> <ul style="list-style-type: none"> <li>• engagement in a broad and contextualised appreciation of the environmental, social, political and economic dimensions of media theory and practice by reading, debating and engagement in creative, production practice;</li> <li>• problem solving through coursework, individual group based projects, class participation and independent research;</li> <li>• Working with real-life scenarios, briefs, and case studies;</li> </ul>

<sup>6</sup> Please refer to the QAA website for details.

- critical reflection.

This process of self-development encourages the acquisition of lifelong learning skills and the ability to critically evaluate students' own practice and that of others throughout the course. In that way students develop a portfolio of skills and competencies that are essential for undergraduate study whilst also providing grounding for post-graduate study and professional engagement with the media and creative industries in the digital economy.

The learning and teaching approaches support the overall objectives of the course and the learning outcomes of modules. The suite of modules we offer has been designed to allow students to develop and build on their knowledge, skills and professionalism as they progress through the course. Out of the 17 modules a student would typically take to attain a BA (Hons) in Media Studies, 6 are compulsory and 2 of these are mandatory. Through their compulsory modules students develop a solid and cohesive knowledge base as a cohort which reflects the heart of this dynamic discipline in terms of:

- A coherent knowledge of the media, communication and cultural forms and processes;
- an understanding of a range of concepts, theories and approaches appropriate to the study of those objects and processes, and the capacity to apply these;
- skills in critical analysis, research practice and communication of knowledge, as well as an array of generic and creative skills.

The remaining 11 module choices a student would take are electives. Students are required to take a minimum of one LMXXX elective per semester.

The degree is structured around a spine of two compulsory/mandatory modules at each level with students configuring a path through the degree via the selection of wide range of elective modules (listed below by level). All modules are worth 20 credits, with the exception of the dissertation/production project, which is worth 40 credits, and makes up the mandatory element of Level 6.

#### Level 4

At level 4, students take modules that lay the foundations for their study and develop their academic reasoning, writing and study skills. The two compulsory modules at Level 4 – LM179 (Critical Approaches to media 1 / Semester 1) – and LM180 (Critical approaches to media 2 / semester 2) – provide a thorough grounding in two important ways:

Firstly, they introduce students to a range of key-concepts, theories and research approaches in the field of media studies, enabling them to critically reflect on a range of contemporary and historic media texts, services, and experiences (including their own). Furthermore, these modules aim to locate the media in its cultural, economic and socio-political contexts.

Secondly, these modules help students to develop academic study skills, build their critical vocabulary, and writing and reasoning skills. These studentship skills are essential to the **student journey** and are key transferable skills for our graduates in their different roles as professional communicators.

Through varied and inclusive assessment strategies, students begin their journey to information literacy, gaining an understanding of what is expected of them during their academic career. Assignments enable tutors to introduce the conventions of academic writing and referencing gradually, easing the transition for students between Secondary/FE and HE. **Practical wisdom** is effected by means of hands-on critical engagement with media texts and practical challenges. Utilising the School's wide range of teaching technologies and learning resources, a **blended learning** approach makes use of both dedicated teaching and learning time in class combined with online interaction, thus supporting students' independent learning.

The Level 4 electives are clustered around a set of distinctive **themes**, which include **practice-based learning** (LM115 Video Production, LM116 Photographic Practice), **TV, film, and popular culture** (LM166 Film language and history, LM171 Understanding TV, and LM171 Media Popular culture); **business, creative and promotional cultures** (LM130 Business Creative/Digital Industries and

Innovation, LM131 Creative Industries and Promotional cultures, LM133 Understanding Audiences: Theory and Context); and, **global and community media** (LB418 Global political communications, and LM174 Community media for social action). Students can choose to specialise within a particular theme and create a specific pathway through their elective choices, or if it suits them better, they can choose to study a wide range of topics across the Media Studies electives portfolio which will give them a flexible and well rounded graduate profile.

## Level 5

At Level 5 students take one mandatory module, Media Placement (LM290), and one compulsory module, Research Methods (LM220). Media Placement (LM290) provides students with the opportunity to apply theory and practice learned thus far within a media industry environment. LM220 equips students with the knowledge and skills to execute independent research at Level 6 as part of the Dissertation project.

Furthering the **practical wisdom** thread, students may continue to develop **practice-based** elective choice at Level 5 (LM215 Video Production 2; LM216 Photographic Practice 2, LM224 Community radio), building on their level 4 learning. The choice of electives in theory and critical analysis allows students to develop and deepen their knowledge in further areas of interest within Media Studies, such as **media, society, politics and community** (LM244 Visual Culture, LM219 Media and Political Engagement in the post-truth era; LB512 Media ethics, LM286 Popular Music; LM218 Social Media Applications in Activism, Business and Life; LM224 community radio; LM288 mobile media cultures). Focusing on important sectors of the creative industries, our modules in the **project management, public relations, and journalistic practice** theme (LM276 Journalism, LM243 Brands and branding, LM245 Media project management, LM246 Media and public relations) provide students with key skills and knowledges to work efficiently in either of those sectors. The TV, film, and popular culture theme from L4 is continued in a cluster of modules from across Media Studies and Film and Screen Studies dedicated to the study of **screen cultures** (LM285 Film studies, FS505 Video-games cultures, FS506 TV genres, FS508 Screening culinary cultures, FS509 memory, history and trauma on screen, FS510 British Television drama, FS511 Philosophy on screen, and FS518 Teens on screen: texts and contexts) offering students a very up to date approach to dominating as well as emerging screen genres and formats.

## Level 6

At Level 6, the LM315 Media Dissertation (theory, or practice-based research by video, photography or community media project) is the most important single element of the course: through this large research project students have the opportunity to work under the guidance of one supervisor to demonstrate their ability to synthesize their knowledge gained over the course in a sustained piece of writing/production of an artefact and critical reflection. This module, worth 40 credits, thus makes up the mandatory element of the degree at this level. This project follows the **practical wisdom** ethos, in so far as there is optionality in the type of dissertations students produce that may involve a practice based mode of enquiry if they choose to, but equally also theory-based dissertations are required to critically engage with real-life media texts.

At level 6 students can choose from a variety of elective modules which enable them to further develop their particular interests as pursued in previous levels: **media, society, politics and community** (LM321 National and global media studies, LM322 Media policy, LM333 Mediating science and technology, LM341 Celebrity media, LM372 Critical issues in political communications, LM375 Communication for international development, and LM376 Community project ); **screen cultures** (LM385 Genre and film, LM340 Critical approaches to the video-game, FS603 Framing women: the female in popular screen culture, FS604 The culture politics of screening race, FS605 Screen comedy, FS606 Children's' screen cultures, and FS607 Screening the unreal: science fiction, horror and fantasy); **media practice professionalism** (LM316 Audio-visual professional practice, and LM397 Inclusive media practice); and **digital culture and innovation** (LM343 Sustainability and innovation in digital culture, and LM344 Digital media marketing and innovation).

Our learning and teaching strategy is designed to encourage an inclusive, positive approach to learning, and to enhance the student experience. The course implements the fundamental principles of the Curriculum Design Framework by foregrounding **Research-and Enquiry-Led Learning, Practical Wisdom, Employability, Inclusivity and Sustainability**. In terms of **Research-and Enquiry-Led**



**Learning**, the subject expertise of our research active staff directly inform both entire modules as well as individual classes, to give students direct access to significant and recent developments in the field of Media Studies and to ensure teaching excellence. Tutors also use their industry experience and contacts to introduce authentic case studies, briefs and creative challenges for students to work on that mirror professional practice whereby creative interpretation, rigorous planning and timely delivery are required in response to set briefs. **Practical Wisdom** has been part of the Media Studies course epistemological strategy and ethos since its inception – we deliberately don't make a strict division between practice and theory and teach theory through practice and practice through theory. Students are offered hands on learning across both practical and theoretical modules as well as given opportunities to undertake practice-based research and work on production-based responses to academic enquiries. Central to our commitment to **Employability** is the mandatory and fully supported four-week placement students undertake in their second year that will help students to develop skills and talents in a real-world setting and gives them a vital edge in the job market. The industry placement is fully integrated in the curriculum and requires students to reflect on the relation between the academic subject they are studying and the workplace experience as well as assess and evaluate their professional skills in the working environment. Industry guest speakers are regularly invited to contribute to the taught content as well as extra curricula activities. Our partnerships with community media organisations also provide students with opportunities to gain hands on experiences of learning in a working environment such as at a community radio station for example. The third year module Audiovisual Professional Practice gives those students who have developed their practice and creative skills across L4 and L5 an opportunity to refine these through addressing external stakeholders through professional communication and delivery. **Inclusivity and Sustainability** are key themes in the taught curriculum, exemplified by the module Inclusive Media Practice and other modules that address issues of equality and diversity and the role of media in relation to environmental sustainability. Sustainability is a key value of the University of Brighton, see <http://about.brighton.ac.uk/sustainability/> and the University runs a highly successful green business network, see <https://www.brighton.ac.uk/business-services/green-growth-platform/index.aspx>. The University is also closely engaged with Brighton as city with a high density of media and digital businesses and start-ups, for example through the Brighton Digital Catapult Centre <https://www.digitalcatapultcentre.org.uk/local-centre/brighton/>. Together, the environmental/sustainability and the media/digital context of both Brighton as a city and the University of Brighton provide a broader relevant context and additional opportunities and activities to get engaged with for students on our Media Studies course.

Also in line with the Curriculum Design Framework, our modes of delivery emphasise **Staff in Partnership with Students; Blended Learning, Inclusivity and Sustainability**. The course is designed and developed through an on-going dialogue with students that takes place both informally, through individual or group discussions with students during or outside classes, and formally, through module feedback forms that complement the official BSS and NSS questionnaires. Students are consulted on issues of both content (individual classes or modules) as well as form (teaching methods and pedagogies, assessment types) that is continuously utilised to enhance the delivery of the curriculum. Student feedback meetings with course reps take place at least once per semester. Our **Blended Learning** approach involves we offer a combination of scheduled learning activities comprising of lectures, seminars, tutorials, practical classes and workshops, project supervision, fieldwork, and work-based learning, alongside online learning facilitated through synchronous or asynchronous modes (e.g. self-tutorials on the Lynda.com service, one-to-one project tutorials via Skype, and study materials and discussion forums on StudentCentral). **Inclusive teaching** or the idea that the learning experience is equally accessible to all students is a fundamental principle on the course. Variations in learning activities will relate the specific learning approach and the learning outcomes of the module. We offer a wide range of assessment types, including but not limited to: essays, individual presentations, group presentations, industry-style pitches, weekly blogs, production for example a multimedia mashup or a poster, and report writing. Several modules (e.g. LM114, LM171, LM219, LM245, LM288, LM315, LM333) also provide optionality of assessment, which means students can either opt to do a presentation or a written piece of work for example. All this enables students to learn in a mode that suits their own style and approach, as well as to develop and reflect critically on their own approach to learning. We are mindful of resources and **sustainability** in terms of reducing the printing we do and therefore provide online, electronic versions of lecture slides, readings and other relevant documents. Assessment and feedback is also delivered to students electronically, either via StudentCentral, MyGrades, or email.

Students receive feedback throughout their degree both formally in the shape of feedback on specific formative and summative assessment tasks and informally as part of the standard teaching and learning approach through seminars. Formative assessments are used throughout the degree to help students to

understand their progress and academic success. Formative assessments enable students to gain appropriate feedback throughout the stages of every module. This permits students to assess their level of knowledge and understanding prior to the submission of each summative assessment at the conclusion of the semester.

The purpose of this learning and teaching strategy is to encourage a positive approach to learning and the student experience of university life; to mirror media practice/work practices in media industries as applicable; to promote lifelong learning; to promote the students' independence and responsibility for their own learning. The programme balance of guided to independent learning. Students are typically expected to experience 40 hours of scheduled, tutor-led teaching activities and 160 hours of guided independent learning for every 20-credit study module, which is graduated through the three levels of study with more contact time in level 4 than at level 6.

Further information on total learning hours and proportions of the course delivered by each method is available on Unistats [<http://unistats.direct.gov.uk/>] and the University website [<https://www.brighton.ac.uk/courses/study/media-studies-ba-hons.aspx>]

## ASSESSMENT

### Assessment methods

This section sets out the summative assessment methods on the course and includes details on where to find further information on the criteria used in assessing coursework. It also provides an assessment matrix which reflects the variety of modes of assessment, and the volume of assessment in the course.

The course is designed to actively engage students in the assessment process. It provides clear information in order for students to understand their assessment tasks and marking criteria. Students are provided with the assessment tasks and marking criteria at the start of each module. Coursework feedback comprises marking grids together with formative feedback enabling students to see how marks have been awarded and how to develop their future work. All modules have a written component to their assessment. There are no exams in mandatory or compulsory modules. LM114 has a seen exam as an assessment option and FS606 has a take home exam. Essay lengths increase throughout the course, culminating in the 10,000 word written dissertation or equivalent practice project at Level 6.

The Assessment Strategy of the course adheres to the University's Assessment Policy. The assessments are aligned to the Learning Outcomes for the modules and the Course as a whole and provide a range of opportunities for students to demonstrate their learning. The separate module descriptors specify the assessment formats in more detail and maps these against module learning outcomes.

The table below maps the Learning Outcomes of the BA (Hons) Media Studies to the assessment methods, modules and credits.

Course Learning Outcome	Assessment method	Module	Number of credits
[LO 1] The ability to understand and critically analyse the theory and practice of a variety of media to include form, content, distribution and consumption.	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Presentations</li> <li>• Critical Literature Review</li> <li>• Group research portfolio</li> <li>• Seen exam</li> <li>• Critical Review</li> <li>• Production/practice</li> </ul>	<ul style="list-style-type: none"> <li>• LM179</li> <li>• LM180</li> <li>• LM114</li> <li>• LM130</li> <li>• LM131</li> <li>• LM133</li> <li>• LM166</li> <li>• LM171</li> <li>• LM173</li> </ul>	980

	<ul style="list-style-type: none"> <li>• Research blog</li> <li>• Business plan, proposal, pitch</li> <li>• Online engagement</li> <li>• Critical Review</li> <li>• Multimedia mashup</li> <li>• Report</li> <li>• Semiotic analysis</li> <li>• Dissertation</li> <li>• Weekly blog</li> <li>• Sequence analysis</li> <li>• TV programme pitch</li> <li>• Workbook</li> <li>• Research proposal and pitch</li> <li>• Practical group work</li> <li>• Design and lead classroom activity</li> <li>• Campaign Analysis</li> <li>• Academic Research Poster</li> <li>• Viewing Log</li> <li>• Critical Research Design</li> <li>• Case Study</li> <li>• Take Home Exam</li> <li>• Independent research projects</li> <li>• Dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• LM174</li> <li>• LB418</li> <li>• LM218</li> <li>• LM219</li> <li>• LM220</li> <li>• LM224</li> <li>• LM243</li> <li>• LM244</li> <li>• LM246</li> <li>• LM276</li> <li>• LM285</li> <li>• LM286</li> <li>• LM288</li> <li>• FS505</li> <li>• FS506</li> <li>• FS508</li> <li>• FS509</li> <li>• FS510</li> <li>• FS511</li> <li>• FS518</li> <li>• LB512</li> <li>• LM315</li> <li>• LM321</li> <li>• LM322</li> <li>• LM333</li> <li>• LM340</li> <li>• LM341</li> <li>• LM343</li> <li>• LM344</li> <li>• LM372</li> <li>• LM375</li> <li>• LM376</li> <li>• LM385</li> <li>• LM397</li> <li>• FS603</li> <li>• FS604</li> <li>• FS605</li> <li>• FS606</li> <li>• FS607</li> </ul>	
<p><b>[LO 2]</b> The ability to critically evaluate and synthesize a range of theoretical approaches found within media studies and to apply these in a range of contexts.</p>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Presentations</li> <li>• Group research portfolio</li> <li>• Seen exam</li> <li>• Critical Literature Review</li> <li>• Business plan, proposal, pitch</li> <li>• Case study</li> <li>• Critical Review</li> <li>• Multimedia mashup</li> <li>• Report</li> <li>• Weekly blog</li> <li>• Sequence analysis</li> <li>• TV programme pitch</li> <li>• Workbook</li> <li>• Production/practice</li> <li>• Online engagement</li> </ul>	<ul style="list-style-type: none"> <li>• LM179</li> <li>• LM180</li> <li>• LM114</li> <li>• LM130</li> <li>• LM131</li> <li>• LM133</li> <li>• LM166</li> <li>• LM171</li> <li>• LM173</li> <li>• LM174</li> <li>• LB418</li> <li>• LM218</li> <li>• LM219</li> <li>• LM220</li> <li>• LM224</li> <li>• LM243</li> <li>• LM244</li> <li>• LM246</li> <li>• LM276</li> </ul>	960

	<ul style="list-style-type: none"> <li>• Research proposal and pitch</li> <li>• Practical group work</li> <li>• Design and lead classroom activity</li> <li>• Semiotic analysis</li> <li>• Campaign Analysis</li> <li>• Academic Research Poster</li> <li>• Viewing Log</li> <li>• Dissertation</li> <li>• Critical Research Design</li> <li>• Take Home Exam</li> <li>• Independent research projects</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• LM285</li> <li>• LM286</li> <li>• LM288</li> <li>• FS505</li> <li>• FS506</li> <li>• FS508</li> <li>• FS509</li> <li>• FS510</li> <li>• FS511</li> <li>• FS518</li> <li>• LB512</li> <li>• LM315</li> <li>• LM321</li> <li>• LM322</li> <li>• LM333</li> <li>• LM340</li> <li>• LM341</li> <li>• LM343</li> <li>• LM344</li> <li>• LM372</li> <li>• LM375</li> <li>• LM376</li> <li>• LM385</li> <li>• LM397</li> <li>• FS603</li> <li>• FS604</li> <li>• FS605</li> <li>• FS606</li> <li>• FS607</li> </ul>	
<p><b>[LO 3]</b> The ability to contribute to the development of media products, services and industries.</p>	<ul style="list-style-type: none"> <li>• Group video production</li> <li>• Critical reflection</li> <li>• Critical review</li> <li>• Photographic production</li> <li>• Research blog and diary</li> <li>• Business plan, proposal, pitch</li> <li>• Essay</li> <li>• Community media artefact</li> <li>• Online engagement</li> <li>• Critical Review</li> <li>• Multimedia mashup</li> <li>• Report</li> <li>• Presentations</li> <li>• Portfolio</li> <li>• Web presence</li> <li>• Project Plan and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• LM115</li> <li>• LM116</li> <li>• LM130</li> <li>• LM131</li> <li>• LM133</li> <li>• LM174</li> <li>• LM215</li> <li>• LM216</li> <li>• LM218</li> <li>• LM224</li> <li>• LM245</li> <li>• LM276</li> <li>• LM290</li> <li>• LM315</li> <li>• LM316</li> <li>• LM344</li> <li>• LM375</li> <li>• LM376</li> <li>• LM397</li> </ul>	400
<p><b>[LO 4]</b> Critical understanding of a variety of processes and techniques of media production and an insight into their practical application.</p>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Seen exam</li> <li>• Group research portfolio</li> <li>• Business plan pitch</li> <li>• Online engagement</li> <li>• Group pitch</li> </ul>	<ul style="list-style-type: none"> <li>• LM115</li> <li>• LM116</li> <li>• LM174</li> <li>• LM215</li> <li>• LM216</li> </ul>	300

	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Case study</li> <li>• Group video production</li> <li>• Critical reflection</li> <li>• Photographic production</li> <li>• Research blog and diary</li> <li>• Portfolio</li> <li>• Project Plan and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• LM224</li> <li>• LM245</li> <li>• LM290</li> <li>• LM316</li> <li>• LM341</li> <li>• LM343</li> <li>• LM344</li> <li>• LM375</li> <li>• LM376</li> <li>• LM397</li> </ul>	
<p><b>[LO 5]</b> The ability to evaluate and apply theories surrounding the use of media in social and cultural contexts.</p>	<ul style="list-style-type: none"> <li>• Critical Literature Review</li> <li>• Essay</li> <li>• Presentations</li> <li>• Group research portfolio</li> <li>• Seen exam</li> <li>• Business plan, proposal, pitch</li> <li>• Critical Review</li> <li>• Multimedia mashup</li> <li>• Report</li> <li>• Weekly blog</li> <li>• Sequence analysis</li> <li>• TV programme pitch</li> <li>• Workbook</li> <li>• Production/practice</li> <li>• Online engagement</li> <li>• Research proposal and pitch</li> <li>• Practical group work</li> <li>• Portfolio</li> <li>• Design and lead classroom activity</li> <li>• Semiotic analysis</li> <li>• Campaign Analysis</li> <li>• Academic Research Poster</li> <li>• Viewing Log</li> <li>• Critical Research Design</li> <li>• Dissertation</li> <li>• Case Study</li> <li>• Take Home Exam</li> <li>• Independent research projects</li> </ul>	<ul style="list-style-type: none"> <li>• LM179</li> <li>• LM180</li> <li>• LM114</li> <li>• LM130</li> <li>• LM131</li> <li>• LM133</li> <li>• LM166</li> <li>• LM171</li> <li>• LM173</li> <li>• LM174</li> <li>• LB418</li> <li>• LM218</li> <li>• LM219</li> <li>• LM220</li> <li>• LM224</li> <li>• LM243</li> <li>• LM244</li> <li>• LM246</li> <li>• LM285</li> <li>• LM286</li> <li>• LM288</li> <li>• LB512</li> <li>• FS505</li> <li>• FS506</li> <li>• FS508</li> <li>• FS509</li> <li>• FS510</li> <li>• FS511</li> <li>• FS518</li> <li>• LM315</li> <li>• LM321</li> <li>• LM322</li> <li>• LM333</li> <li>• LM340</li> <li>• LM341</li> <li>• LM343</li> <li>• LM344</li> <li>• LM372</li> <li>• LM375</li> <li>• LM376</li> <li>• LM385</li> <li>• LM397</li> <li>• FS603</li> <li>• FS604</li> <li>• FS605</li> <li>• FS606</li> </ul>	960

		<ul style="list-style-type: none"> <li>• FS607</li> </ul>	
<p><b>[LO 6]</b> A critical awareness of the socio-political, cultural, economic and technological contexts within which media services and industries operate in a creative and globalized economy.</p>	<ul style="list-style-type: none"> <li>• Literature Review</li> <li>• Essay</li> <li>• Presentations</li> <li>• Group research portfolio</li> <li>• Seen exam</li> <li>• Group video production</li> <li>• Critical reflection</li> <li>• Photographic production</li> <li>• Research blog and diary</li> <li>• Business plan, proposal, pitch</li> <li>• Critical Review</li> <li>• Multimedia mashup</li> <li>• Report</li> <li>• Weekly blog</li> <li>• Sequence analysis</li> <li>• TV programme pitch</li> <li>• Workbook</li> <li>• Production/practice</li> <li>• Online engagement</li> <li>• Portfolio</li> <li>• Web presence</li> <li>• Practical group work</li> <li>• Design and lead classroom activity</li> <li>• Semiotic analysis</li> <li>• Project Plan and evaluation</li> <li>• Campaign Analysis</li> <li>• Academic Research Poster</li> <li>• Viewing Log</li> <li>• Critical Research Design</li> <li>• Dissertation</li> <li>• Case Study</li> <li>• Take Home Exam</li> <li>• Independent research projects</li> </ul>	<ul style="list-style-type: none"> <li>• LM179</li> <li>• LM180</li> <li>• LM114</li> <li>• LM115</li> <li>• LM116</li> <li>• LM130</li> <li>• LM131</li> <li>• LM133</li> <li>• LM166</li> <li>• LM171</li> <li>• LM173</li> <li>• LM174</li> <li>• LB418</li> <li>• LM215</li> <li>• LM216</li> <li>• LM218</li> <li>• LM219</li> <li>• LM224</li> <li>• LM243</li> <li>• LM276</li> <li>• LM290</li> <li>• LM244</li> <li>• LM245</li> <li>• LM246</li> <li>• LM285</li> <li>• LM286</li> <li>• LM288</li> <li>• LB512</li> <li>• FS505</li> <li>• FS506</li> <li>• FS508</li> <li>• FS509</li> <li>• FS510</li> <li>• FS511</li> <li>• FS518</li> <li>• LM315</li> <li>• LM316</li> <li>• LM321</li> <li>• LM322</li> <li>• LM333</li> <li>• LM340</li> <li>• LM341</li> <li>• LM343</li> <li>• LM344</li> <li>• LM372</li> <li>• LM375</li> <li>• LM376</li> <li>• LM385</li> <li>• LM397</li> <li>• FS603</li> <li>• FS604</li> <li>• FS605</li> <li>• FS606</li> <li>• FS607</li> </ul>	1100
<p><b>[LO 7]</b> The ability to select and apply appropriate methods for</p>	<ul style="list-style-type: none"> <li>• Literature Review</li> <li>• Group research</li> </ul>	<ul style="list-style-type: none"> <li>• LM179</li> <li>• LM114</li> </ul>	1000

research.	<ul style="list-style-type: none"> <li>portfolio</li> <li>• Seen exam</li> <li>• Group video production</li> <li>• Critical reflection</li> <li>• Photographic production</li> <li>• Research blog and diary</li> <li>• Business plan, proposal, pitch</li> <li>• Critical Review</li> <li>• Multimedia mashup</li> <li>• Report</li> <li>• Presentations</li> <li>• Weekly blog</li> <li>• Sequence analysis</li> <li>• Research proposal and pitch</li> <li>• Workbook</li> <li>• TV programme pitch</li> <li>• Portfolio</li> <li>• Practical group work</li> <li>• Design and lead classroom activity</li> <li>• Semiotic analysis</li> <li>• Project Plan and evaluation</li> <li>• Campaign Analysis</li> <li>• Academic Research Poster</li> <li>• Viewing Log</li> <li>• Critical Research Design</li> <li>• Dissertation</li> <li>• Case Study</li> <li>• Take Home Exam</li> <li>• Independent research projects</li> </ul>	<ul style="list-style-type: none"> <li>• LM115</li> <li>• LM116</li> <li>• LM130</li> <li>• LM131</li> <li>• LM133</li> <li>• LM166</li> <li>• LM171</li> <li>• LM173</li> <li>• LB418</li> <li>• LM215</li> <li>• LM216</li> <li>• LM218</li> <li>• LM219</li> <li>• LM220</li> <li>• LM243</li> <li>• LM276</li> <li>• LM290</li> <li>• LM244</li> <li>• LM245</li> <li>• LM246</li> <li>• LM285</li> <li>• LM286</li> <li>• LM288</li> <li>• LB512</li> <li>• FS505</li> <li>• FS506</li> <li>• FS508</li> <li>• FS509</li> <li>• FS510</li> <li>• FS511</li> <li>• FS518</li> <li>• LM315</li> <li>• LM316</li> <li>• LM321</li> <li>• LM322</li> <li>• LM333</li> <li>• LM340</li> <li>• LM341</li> <li>• LM343</li> <li>• LM344</li> <li>• LM372</li> <li>• LM385</li> <li>• FS603</li> <li>• FS604</li> <li>• FS605</li> <li>• FS606</li> <li>• FS607</li> </ul>	
<b>[LO 8]</b> The ability, through industry placement, to contextualize theory with practice and have a deeper understanding of the relevance of their study to media industries.	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• LM290</li> </ul>	20
<b>[LO 9]</b> The ability to participate and contribute as professionals in a media environment.	<ul style="list-style-type: none"> <li>• Group video production</li> <li>• Critical reflection</li> <li>• Photographic production</li> </ul>	<ul style="list-style-type: none"> <li>• LM115</li> <li>• LM116</li> <li>• LM130</li> <li>• LM174</li> </ul>	260

	<ul style="list-style-type: none"> <li>• Research Blog</li> <li>• Business plan, proposal, pitch</li> <li>• Production/practice</li> <li>• Online engagement</li> <li>• Presentations</li> <li>• Portfolio</li> <li>• Web presence</li> <li>• Project Plan and evaluation</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• LM215</li> <li>• LM216</li> <li>• LM224</li> <li>• LM245</li> <li>• LM290</li> <li>• LM316</li> <li>• LM375</li> <li>• LM376</li> <li>• LM397</li> </ul>	
<p><b>[LO 10]</b> Organizing and presenting arguments, orally and in writing.</p>	<ul style="list-style-type: none"> <li>• Literature Review</li> <li>• Essay</li> <li>• Presentations</li> <li>• Group research portfolio</li> <li>• Seen exam</li> <li>• Business plan, proposal, pitch</li> <li>• Critical Review</li> <li>• Multimedia mashup</li> <li>• Report</li> <li>• Weekly blog</li> <li>• Sequence analysis</li> <li>• TV programme pitch</li> <li>• Workbook</li> <li>• Production/practice</li> <li>• Online engagement</li> <li>• Research proposal and pitch</li> <li>• Portfolio</li> <li>• Semiotic analysis</li> <li>• Project Plan and evaluation</li> <li>• Campaign Analysis</li> <li>• Academic Research Poster</li> <li>• Viewing Log</li> <li>• Critical Research Design</li> <li>• Dissertation</li> <li>• Case Study</li> <li>• Take Home Exam</li> <li>• Independent research projects</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• LM179</li> <li>• LM180</li> <li>• LM114</li> <li>• LM130</li> <li>• LM131</li> <li>• LM133</li> <li>• LM166</li> <li>• LM171</li> <li>• LM173</li> <li>• LM174</li> <li>• LB418</li> <li>• LM218</li> <li>• LM219</li> <li>• LM220</li> <li>• LM243</li> <li>• LM244</li> <li>• LM245</li> <li>• LM246</li> <li>• LM285</li> <li>• LM286</li> <li>• LM288</li> <li>• LM290</li> <li>• LB512</li> <li>• FS505</li> <li>• FS506</li> <li>• FS508</li> <li>• FS509</li> <li>• FS510</li> <li>• FS511</li> <li>• FS518</li> <li>• LM315</li> <li>• LM316</li> <li>• LM321</li> <li>• LM322</li> <li>• LM333</li> <li>• LM340</li> <li>• LM341</li> <li>• LM343</li> <li>• LM344</li> <li>• LM372</li> <li>• LM376</li> <li>• LM385</li> <li>• LM397</li> <li>• FS603</li> <li>• FS604</li> <li>• FS605</li> <li>• FS606</li> <li>• FS607</li> </ul>	<p style="text-align: center;">980</p>



<p><b>[LO 11]</b>Develop learning capacities through active participation in seminars, group work and the production of increasingly rigorous written work.</p>	<ul style="list-style-type: none"> <li>• Literature Review</li> <li>• Essay</li> <li>• Presentations</li> <li>• Group research portfolio</li> <li>• Seen exam</li> <li>• Group video production</li> <li>• Critical reflection</li> <li>• Photographic production</li> <li>• Research blog and diary</li> <li>• Business plan, proposal, pitch</li> <li>• Critical Review</li> <li>• Multimedia mashup</li> <li>• Report</li> <li>• Weekly blog</li> <li>• Sequence analysis</li> <li>• TV programme pitch</li> <li>• Workbook</li> <li>• Production/practice</li> <li>• Online engagement</li> <li>• Practical group work</li> <li>• Design and lead classroom activity</li> <li>• Semiotic analysis</li> <li>• Campaign Analysis</li> <li>• Academic Research Poster</li> <li>• Viewing Log</li> <li>• Case Study</li> <li>• Take Home Exam</li> <li>• Independent research projects</li> </ul>	<ul style="list-style-type: none"> <li>• LM179</li> <li>• LM180</li> <li>• LM114</li> <li>• LM115</li> <li>• LM116</li> <li>• LM130</li> <li>• LM131</li> <li>• LM133</li> <li>• LM166</li> <li>• LM171</li> <li>• LM173</li> <li>• LM174</li> <li>• LB418</li> <li>• LM215</li> <li>• LM216</li> <li>• LM218</li> <li>• LM219</li> <li>• LM224</li> <li>• LM243</li> <li>• LM244</li> <li>• LM246</li> <li>• LM285</li> <li>• LM286</li> <li>• LM288</li> <li>• LB512</li> <li>• FS505</li> <li>• FS506</li> <li>• FS508</li> <li>• FS509</li> <li>• FS510</li> <li>• FS511</li> <li>• FS518</li> <li>• LM316</li> <li>• LM321</li> <li>• LM322</li> <li>• LM333</li> <li>• LM340</li> <li>• LM341</li> <li>• LM343</li> <li>• LM344</li> <li>• LM372</li> <li>• LM375</li> <li>• LM376</li> <li>• LM385</li> <li>• LM397</li> <li>• FS603</li> <li>• FS604</li> <li>• FS605</li> <li>• FS606</li> <li>• FS607</li> </ul>	<p style="text-align: center;">1000</p>
<p><b>[LO 12]</b> Critically evaluating and reflecting on their own work and the work of others.</p>	<ul style="list-style-type: none"> <li>• Literature Review</li> <li>• Essay</li> <li>• Presentations</li> <li>• Group research portfolio</li> <li>• Group video production</li> <li>• Critical reflection</li> </ul>	<ul style="list-style-type: none"> <li>• LM179</li> <li>• LM180</li> <li>• LM114</li> <li>• LM115</li> <li>• LM116</li> <li>• LM130</li> <li>• LM173</li> </ul>	

	<ul style="list-style-type: none"> <li>• Photographic production</li> <li>• Research blog and diary</li> <li>• Business plan, proposal, pitch</li> <li>• Workbook</li> <li>• Online engagement</li> <li>• Research proposal and pitch</li> <li>• Portfolio</li> <li>• Design and lead classroom activity</li> <li>• Project Plan and evaluation</li> <li>• Critical Research Design</li> <li>• Dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• LM174</li> <li>• LM215</li> <li>• LM216</li> <li>• LM219</li> <li>• LM220</li> <li>• LM224</li> <li>• LM245</li> <li>• LM276</li> <li>• LM290</li> <li>• LM315</li> <li>• LM316</li> <li>• LM375</li> <li>• LM376</li> <li>• LM397</li> </ul>	440



## SUPPORT AND INFORMATION

<p>Institutional/ University</p>	<p><b>All students benefit from:</b></p> <ul style="list-style-type: none"> <li>• University induction week</li> <li>• Student Contract</li> <li>• Course Handbook</li> <li>• Extensive library facilities</li> <li>• Computer pool rooms (both currently in the Watts – please note city campus vision)</li> <li>• Email address</li> <li>• Welfare service</li> <li>• Personal tutor for advice and guidance</li> <li>• Student Support &amp; Guidance Tutor</li> </ul> <p><b>University Disability Service</b> Students with disabilities and dyslexia are supported through the University's Disability Service, by means of individual support, and through liaising with other university departments, in relation to their access to buildings, teaching and assessments.</p>
<p><b>Course-specific</b> Additional support, specifically where courses have non-traditional patterns of delivery (e.g. distance learning and work-based learning) include:</p>	<p><b>In addition, students on this course benefit from:</b></p> <ul style="list-style-type: none"> <li>• Course and module areas on studentcentral containing key information regarding module content and assessment requirements, and learning materials.</li> <li>• In the final year students have one-to-one tutorial support and guidance from an Individual Research Project (dissertation) supervisor.</li> <li>• Work-based learning through the 4 week mandatory Media Placement module (LM290) in Level 5.</li> <li>• Further and continuing support: The mandatory placement module, which is supported by a dedicated placements office, offers opportunities to build and utilise professional networks and pursue further, voluntary placements, training and employment. This is communicated through a cross-platform strategy using a dedicated Placements Facebook group, Twitter, Email and LinkedIn).</li> </ul>

## PART 3: COURSE SPECIFIC REGULATIONS

### COURSE STRUCTURE

This section includes an outline of the structure of the programme, including stages of study and progression points. Course Leaders may choose to include a structure diagram here.

	Compulsory module
	Mandatory module
	Option / elective module NB: Students are required to take a minimum of one LMXXX elective per semester in each level.

	Sem 1		Sem 2	
	Code	Title	Code	Title
<b>Level 4</b>	LM179	Critical Approaches to Media 1	LM180	Critical Approaches to Media 2
			LM114	Digital Media, Data and Society
	LM115	Video Production 1	LM115	Video Production 1
	LM116	Photographic Practice 1	LM116	Photographic Practice 1
	LM130	Business, Creative Industries and Innovation	LM133	Understanding Audiences: Theory and Context
	LM131	Creative Industries and Promotional Cultures	LM171	Understanding TV
	LM166	Film Language History	LM173	Media & Popular Culture
			LM174	Community Media for Social Action
			LB418	Global Political Communication
<b>Level 5</b>	LM290	Media Placement	LM220	Research Methods
	LM215	Video Production 2	LM215	Video Production 2
	LM216	Photographic Practice 2	LM216	Photographic Practice 2
	LM219	Media and Political Engagement in the Post-Truth Era	LM218	Social Media Applications in Activism, Business and Life
	LM224	Community Radio	LM243	Brands and Branding

	LM244	Visual Media Culture	LM246	Media and Public Relations
	LM245	Media Project Management	LM285	Film Studies
	LM276	Journalism	LM286	Popular Music
	LB512	Media Ethics	LM288	Mobile Media
	FS505	Videogames Cultures	FS506	TV Genres
	FS510	British Television Drama	FS508	Screening Culinary Culture
			FS509	Memory, History and Trauma Onscreen
			FS511	Philosophy on Screen
			FS518	Teens on Screen: Texts and Contexts
<b>Level 6</b>	<b>LM315</b>	<b>Dissertation</b>		
	LM316	Audiovisual Professional Practice	LM333	Mediating Science & Technology
	LM321	National & Global Media	LM340	Critical approaches to the videogame
	LM322	Media Policy	LM372	Critical issues in Political Communication
	LM341	Celebrity Media	LM375	Communication for Development
	LM343	Sustainability and Innovation in Digital Culture	FS605	Screen Comedy
	LM344	Digital Media Marketing and Innovation	FS606	Children's Screen Cultures
	LM376	Community Project	FS607	Screening the Unreal: Science Fiction, Horror, Fantasy
	LM385	Genre & Film		
	LM397	Inclusive Media Practice		
	FS603	Framing Women: The 'Female' in Popular Screen Culture		
	FS604	The Cultural Politics of Screening Race		

## Modules

**Status:**

M = Mandatory (modules which must be taken and passed to be eligible for the award)

C = Compulsory (modules which must be taken to be eligible for the award)

O = Optional (optional modules) - *Optional modules listed are indicative only and may be subject to change, depending on timetabling and staff availability*

A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

<b>Level 7</b>	<b>Module code</b>	<b>Status</b>	<b>Module title</b>	<b>Credit</b>
4	LM114	O	Digital Media, Data and Society	20
4	LM115	O	Video Production 1	20
4	LM116	O	Photographic Practice 1	20
4	LM130	O	Business, Creative/ Digital Industries and Innovation	20
4	LM131	O	Creative Industries and Promotional Cultures	20
4	LM133	O	Understanding Audiences: Theory and Context	20
4	LM171	O	Understanding Television	20
4	LM173	O	Media and Popular Culture	20
4	LM174	O	Community Media for Social Action	20
4	LM179	C	Critical Approaches to Media 1	20
4	LM180	C	Critical Approaches to Media 2	20
4	LB418	O	Global Political Communication	20
5	LM215	O	Video Production 2	20
5	LM216	O	Photographic Practice 2	20
5	LM218	O	Social Media Applications in Activism, Business and Life	20
5	LM219	O	Media and Political Engagement in the Post Truth Era	20
5	LM220	C	Research Methods and Methodology	20
5	LM224	O	Community Radio	20
5	LM243	O	Brands and Branding	20
5	LM244	O	Visual Media Culture	20
5	LM245	O	Media Project Management	20
5	LM246	O	Media and Public Relations	20
5	LM276	O	Journalism	20
5	LM285	O	Film Studies	20
5	LM286	O	Popular Music	20
5	LM288	O	Mobile Media Cultures	20
5	LM290	M	Media Placement	20
5	LB512	O	Media Ethics	20
5	FS505	O	Videogames Cultures	20
5	FS508	O	Screening Culinary Culture	20
5	FS509	O	Memory, History and Trauma Onscreen	20
5	FS510	O	British Television Drama	20
5	FS511	O	Philosophy on Screen	20

<sup>7</sup> All modules have learning outcomes commensurate with the FHEQ levels 0, 4, 5, 6, 7 and 8. List the level which corresponds with the learning outcomes of each module.

6	LM315	M	Media Dissertation	40
6	LM316	O	Audiovisual Professional Practice	20
6	LM321	O	National & Global Media Studies	20
6	LM322	O	Media Policy: The politics and economics of the media industries	20
6	LM333	O	Mediating Science & Technology	20
6	LM340	O	Critical approaches to the Videogame	20
6	LM341	O	Celebrity Media	20
6	LM343	O	Sustainability and Innovation in Digital Culture	20
6	LM344	O	Digital Media Marketing and Innovation	20
6	LM372	O	Critical issues in Political Communication	20
6	LM375	O	Communication for Development	20
6	LM376	O	Community Project	20
6	LM385	O	Genre and Film	20
6	LM397	O	Inclusive Media Practice	20
6	FS603	O	Framing Women: The 'Female' in Popular Screen Culture	20
6	FS604	O	The Cultural Politics of Screening Race	20
6	FS605	O	Screen Comedy	20
6	FS606	O	Children's Screen Cultures	20
6	FS607	O	Screening the Unreal: Science Fiction, Horror, Fantasy	20



AWARD AND CLASSIFICATION							
Award type	Award *	Title	Level	Eligibility for award		Classification of award	
				Total credits <sup>8</sup>	Minimum credits <sup>9</sup>	Ratio of marks <sup>10</sup> :	Class of award
Final	BA (Hons)	Media Studies	6	Total credit 360	Minimum credit at level of award 90 at Level 6	Levels 5 and 6 (25:75)	Honours degree
Intermediate	BA	Media Studies	6	Total credit 300	Minimum credit at level of award 60 at Level 6	Level 6 marks	Not applicable
Intermediate	Dip HE	Media Studies	5	Total credit 240	Minimum credit at level of award 90 Level 5	Level 5 marks	Not applicable
Intermediate	Cert HE	Media Studies	4	Total credit 120	Minimum credit at level of award 90 Level 4	Level 4 marks	Not applicable
<b>*Foundation degrees only</b> Progression routes from award:		N/A					
<b>Award classifications</b>		<b>Mark/ band %</b>	<b>Foundation degree</b>	<b>Honours degree</b>	<b>Postgraduate<sup>11</sup> degree (excludes PGCE and BM BS)</b>		
		70% - 100%	Distinction	First (1)	Distinction		
		60% - 69.99%	Merit	Upper second (2:1)	Merit		
		50% - 59.99%	Pass	Lower second (2:2)	Pass		
40% - 49.99%	Third (3)						

<sup>8</sup> Total number of credits required to be eligible for the award.

<sup>9</sup> Minimum number of credits required, at level of award, to be eligible for the award.

<sup>10</sup> Algorithm used to determine the classification of the final award (all marks are credit-weighted). For a Masters degree, the mark for the final element (e.g. dissertation) must be in the corresponding class of award.

<sup>11</sup> Refers to taught provision: PG Cert, PG Dip, Masters.

## EXAMINATION AND ASSESSMENT REGULATIONS

Please refer to the *Course Approval and Review Handbook* when completing this section.

**The examination and assessment regulations for the course should be in accordance with the *University's General Examination and Assessment Regulations for Taught Courses* (available from staffcentral or studentcentral).**

Specific regulations which **materially** affect assessment, progression and award on the course

e.g. Where referrals or repeat of modules are not permitted in line with the University's *General Examination and Assessment Regulations for Taught Courses*.

The general examination and assessment regulations (GEAR) of the University of Brighton apply to this course. In addition, the following course-specific regulations apply:

A copy of GEAR can be found using the following link or by contacting the school office:

<https://staff.brighton.ac.uk/reg/acs/Pages/Assessment-and-regulations.aspx>

Exceptions required by PSRB

These require the approval of the Chair of the Academic Board

N/A